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REPORT RESUMES

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TWENTY-FIVE YEAR FOLLOW-UP OF EDUCATIONAL-VOCATIONAL COUNSELING.

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A DETERMINATION OF THE LONG-TERM (25 YEARS) EFFECTS OF EDUCATIONAL-VOCATIONAL COUNSELING WAS THE PURPOSE OF THE STUDY. DATA FROM AN EARLIER STUDY (WILLIAMSON AND BORDIN) CONDUCTED AT THE UNIVERSITY OF MINNESOTA IN 1933 TO 1936 WERE USED. THESE AUTHORS COMPARED THE ACADEMIC ADJUSTMENTS OF STUDENTS WHO HAD SOUGHT AND RECEIVED COUNSELING WITH STUDENTS WHO HAD NOT. TWO GROUPS WERE SELECTED, IN APPROXIMATELY 380 PAIRS. APPROXIMATELY 730 STUDENTS COMPLETED A SELF-ADMINISTERED QUESTIONNAIRE WHICH WAS FOLLOWED BY A STRUCTURED INTERVIEW. THE ANALYSIS CONSISTED OF STRAIGHT FORWARD COMPARISONS BETWEEN COUNSELED AND NONCOUNSELED GROUPS. A RATING SCALE (CONTRIBUTION TO SOCIETY) WAS DEVELOPED AND APPLIED. JUDGES RATED EACH OF THE STUDENTS ON A FIVE-POINT SCALE WORKING FROM ALL DATA AVAILABLE ON EACH PERSON. RESULTS INDICATED THAT COUNSELED STUDENTS RANKED SLIGHTLY HIGHER ON MEASURES OF SCHOLASTIC APTITUDE AND ACHIEVEMENT. THEY EXPRESSED SLIGHTLY MORE DISCOMFORT WITH LIFE AS MEASURED ON THE MMPI-TYPE ITEMS. OTHER CONCLUSIONS INDICATED THAT COUNSELING WAS DIRECTLY ASSOCIATED WITH SUCCESS IN THE UNIVERSITY. ALSO, THE COUNSELED STUDENTS EARNED BETTER GRADES, MORE AND HIGHER ACADEMIC HONORS, PARTICIPATED MORE OFTEN IN CAMPUS ACTIVITIES, AND WERE ELECTED MORE OFTEN TO OFFICES IN THOSE ACTIVITIES. TWENTY-FIVE YEARS LATER, THE COUNSELED STUDENTS STILL WERE MORE SUCCESSFUL. COUNSELED MEN REPORTED SLIGHTLY HIGHER INCOMES AND APPARENTLY HAD CONTRIBUTED MORE TO SOCIETY THAN THE NONCOUNSELED MEN. DIFFERENCES 25 YEARS LATER, HOWEVER, WERE ALL VERY SLIGHT. FORMER STUDENTS RECOLLECTIONS ABOUT THEIR COUNSELING 25 YEARS EARLIER WERE FAVORABLE. (HB)

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TWENTY-FIVE YEAR FOLLOW-UP OF EDUCATIONAL-VOCATIONAL COUNSELING

Cooperative Research Project No. 1346

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1961 - 1963

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CONTENTS

Page

ACKNOWLEDGEMENTS ii

LIST OF TABLES .... iv-vi

CHAPTER

1 COUNSELED VS NON-COUNSELED STUDENTS: CAN WE EXPECT DIFFERENCES? .... 1 - 3

2 REVIEW OF THE LITERATURE .... 4 - 15

3 HOW DO STUDENTS WHO SEEK COUNSELING DIFFER FROM THOSE WHO DON'T? .... 16 - 38

4 METHODOLOGY .... 39 - 55

5 HAPPINESS AND SATISFACTION .... 56 - 76

6 ACHIEVEMENT .... 77 - 108

7 WHAT THEY SAY ABOUT THEIR COUNSELING TWENTY-FIVE YEARS LATER .... 109 - 124

8 CONCLUSIONS AND IMPLICATIONS .... 125 - 129

LIST OF REFERENCES .... 130 - 133

APPENDICES

A U. OF M. RESEARCH QUESTIONNAIRE (MEN'S FORM)

B U. of M. RESEARCH INTERVIEW FORM

C INTERVIEWER RATING FORM

LIST OF TABLES

Table Page

1 Comparison of a Random Sample of Counseled vs Non-Counseled Students on HSR and CAT Percentile 18

2 Aptitude Data on 1961 SLA Freshmen: Counseled vs Non-Counseled 20

3 Percentage of Counseled and Non-Counseled Students Answering "True" to Certain Personality Items 22

4 MMPI Profiles for Counseled and Non-Counseled Males 23

5 MMPI Profiles for Counseled and Non-Counseled Females 24

6 Counseled and Non-Counseled Students Description of Feelings Toward Childhood Home Environment 27

7 Counseled and Non-Counseled Students Description of Parents Economic Status 27

8 Counseled and Non-Counseled Students Report of Parental Support for their Education 28

9 Parents' Educational Level of Counseled and Non-Counseled Students 28

10 First Born vs Later Born in the Counseled and Control Groups 29

11 Comparison of "Better" Controls and their Experimental Mates 32

12 Comparison of Adjustment Ratings of Experimental and Control Pair Members 33

13 Graduation Frequencies 36

14 Number of Counseled and Non-Counseled Returning Each Type of Information 44

15 MSAT Takers versus Non-Takers 54

16 Counseled vs Non-Counseled on Occupation and Job Satisfaction Scales 58

17 Answers to "How do you like your job?" for Counseled and Non-Counseled Groups 59

18 Self Ratings and Interviewer Ratings of Marital Satisfaction 62

19 Satisfaction with Social Life 63

20 Desired Changes in Social Life.......... 64

21 Satisfaction Compared with Others (Percentages).......... 65

22 Distribution of Self-Reports on "Ladder of Success" Scale.......... 67

23 Interviewers' Rating of General Adjustment (Percentages).......... 68

24 Percent Responses to the Question: "How would you like your child to be different from you?".......... 70

25 Health Problems Reported by Counseled and Non-Counseled Students.......... 71

26 Sources of Professional Help.......... 73

27 Reported Source of Professional Help by Counseled and Non-Counseled Students.......... 74

28 Comparison Between Counseled and Non-Counseled Students on Academic Aptitude Measures.......... 78

29 Highest Degree Earned at U. of M. by Counseled and Non-Counseled Students.......... 79

30 Degrees Earned at Minnesota by Random Sample of 1933-1936 Freshmen Separated into Counseled and Non-Counseled Groups.......... 80

31 Aptitude Measures for Degree Earners in Counseled and Non-Counseled Groups, Williamson-Bordin Sample.......... 82

32 Percent of Ph.D.s and B.A.s Who Have Been Counseled.......... 83

33 Final GPA and Graduation Rate By Different Levels of Agreement with Counseling Plan.......... 84

34 Percentages of Counseled and Non-Counseled Students Graduating with Honors.......... 85

35 Academic Awards and Honors Earned by Counseled and Non-Counseled Students.......... 86

36 Percentage of Counseled and Non-Counseled Students Participating in Campus Activities.......... 86

37 Number of Elected Offices Held in College by Counseled and Non-Counseled Students.......... 87

38 Honors, Awards, and Achievements of Counseled and Non-Counseled Students.......... 89

39 Public Appearances and Elected Offices of Counseled and Non-Counseled Students.. 89

40 Income by Degree Levels Within Each Group........................ 92

41 Distributions of "Contribution to Society" Rating for Counseled and Non-Counseled Groups.............................. 102

42 "Contribution to Society" Ratings Between Students Who Closely Followed the Counselor's Advice and Those Who Did Not........... 104

43 Correlations Between "Contribution to Society" Scale and Other Variables.. 106

44 Percent of Counseled and Non-Counseled Students Indicating Importance of Various Sources of Guidance....................... 112

45 Percent of Counseled Students Who Mentioned Counseling at Various Points in the Interview................................ 115

46 Comments About Counseling.. 117

Chapter 1

COUNSELED VS NON-COUNSELED STUDENTS: CAN WE EXPECT DIFFERENCES?

To believe that one, two, or even several hours of counseling as a college freshman will create a distinguishable difference twenty-five years later in the adult requires either a large slice of foolish naivete or a boundless optimism in the potential of the individual to change for the better. To actually put this belief of counseling impact to test probably requires more of the former than the latter. Nevertheless, this research has done that.

Two groups of students enrolled at the University of Minnesota 25 years ago were studied. Each contained about 400 students. One group had sought and received counseling; the other had not. An earlier study reported differences twenty-five years ago. (Williamson and Bordin, 1940)

Can we expect any differences between these groups today? Most counseling psychologists would say "yes", or at least "I hope so" though they likely would be uneasy in their answer.

Common sense would dictate more pessimism. The influences, pressures, accidents, the good and bad breaks of life would almost certainly nullify any effect as fragile as a few hours with a counselor. In the particular group under study, college students of twenty-five years ago, these forces would be even more overwhelming.

Consider their history. Teenagers during the depression, college students in the immediate aftermath, they were thrown into World War II during their early 20's where they had the youth and education most suited for front line leadership. Of the 350 men, almost all of them served in one capacity or another. At least one was killed in battle, another died in a POW camp, while a third fought a different kind of war for his ideals by choosing prison as a conscientious objector. The girls were WACs or WAVEs, Link Trainer instructors, bandage rollers, or USO hostesses. A few became early widows.

They have traveled like no other generation in history. Maybe the accomodations weren't plush, but they saw the world. Shuttled from assignment to assignment, they had unusual opportunities to try out a variety of occupational experiences. Both during the war and after, they watched brand-new occupations come into being. The number in jobs today that never existed during their college days is indicative, television writer, space scientist, computer programmer, manufacturer of teaching machines. No college student of 1935 wrote any of those in the space on his admission blank asking for "Occupational Goal".

As adults, they both helped and were helped by the explosion of prosperity of the 1950's and today they are well off. Their median income is $14,500 and several of them net around $100,000 yearly. Over 70 percent of them make more than $10,000.

In the space of three decades, they have seen bread lines and misery, have been shot at, either actually or vicariously, and now--on the average--live in $26,000 homes. Fully a sixth of them own not only a second car but a second home, usually in the form of a cabin, or perhaps a cabin cruiser.

Again the question, after all of this, can we expect to find differences between counseled and non-counseled students today? Even if a difference was created by counseling, consider the technical difficulties of isolating it.

Was the control group of non-counseled students adequately comparable? Does (and should) counseling make people more satisfied or more productive? How can either of these be measured? Simply locating college students twenty-five years later is a formidable task, let alone assessing them in some manner. The groups might not differ even on the advising they received. The non-counseled students did not live in a vacuum. They undoubtedly sought advice and guidance from other faculty members, from their parents, from men in occupations they were considering entering, and from other students.

For all these reasons, both historic and technical, any difference found between the groups would be surprising. Yet today they differ. Never very large, yet consistent enough to be meaningful, the differences reported in the following chapters show the counseled students today are mildly less satisfied with their station in life, but have more accomplishments to show for their efforts. They report slightly less satisfaction with their jobs, their marriages, their social life, and their overall situation. But they won more degrees in college, more honors, and were more often elected to leadership posts. Today they make a few dollars more each year (an insignificant $1,200) and score higher on gross measure of "Contribution to Society".

The size of these differences is not dramatic, but that they exist at all is. Any other real differences are certainly obscured by the many methodological problems, the inadequate controls, the far from perfect measures, as well as the variety of counseling goals. Those differences that still appear rebut the earlier assertion of foolishness and naivete among counseling adherents, and will probably add much to their optimism.

Chapter 2

REVIEW OF THE LITERATURE

There is an ever-increasing mass of evidence to show that counseling is effective in changing behavior. While the changes are never dramatic--all the counseled under-achievers don't make Phi Beta Kappa nor even graduate, all the anxious freshmen don't turn into sophomore queens--they are consistent and generally show that the counseled students make better grades, or are more comfortable with life, or have a more accurate perception of themselves or, in general, score higher on whatever relevant criterion the counseling researcher has chosen.

While the problem of the counseling criterion has not been solved, in some ways it has been overwhelmed by the number and diversity of criteria used by investigators. Improvement in grades, higher frequency of graduation, more involvement in social activities, better progress in post-high school endeavors, involuntary motor responses to a word association test, scores on adjustment inventories, changes in self-perception, and more accurate awareness of their own interests are some of the criteria that have been shown to be related to seeking and receiving counseling. Not all counselors agree on which of these criteria are crucial, nor should they. Counselors in different settings have different goals and it should be their decision, as professional people, to decide which criterion is appropriate. But the point seems clear that whenever counselors decide upon a relevant criterion, more often than not, the clients show changes in the desired direction.

There are many studies to substantiate these statements; some of them are reviewed below. Because it is a crucial point in counseling research and scientific methodology in general, special attention has been given in these reviews to whether the study used a "motivated" or "non-motivated" control group, that is, whether or not the control group was selected from students motivated to seek counseling, or whether it was developed in some way from other students. If the control group was a non-motivated one, the meaning of the comparison between the groups is weakened considerably. Students who are motivated to seek counseling might be motivated to act differently in other ways, and this alone might account for differences found between counseled and non-counseled students. This point will be considered in far more detail in a later chapter.

Studies with No Control Groups

Methodologically, studies with no control groups are perhaps the weakest, especially as they often use no other criterion than the student's self report. Yet they add useful information, usually by comparing one type, or amount, of counseling with another.

An early study by Viteles (1929) reported a follow-up of 75 out of 91 cases seen in the University of Pennsylvania Guidance Clinic during 1923-24. The trend of the differences suggested there was more school failure among those who did not follow the advice than among those who followed it, though the number of cases in the various sub-groups was too small for significance tests. (If counselors of those days could achieve results, how much better should we be able to do today with our vastly improved measuring techniques and expanded knowledge of the world of work!)

In a unique study, Lorimer (1944) followed up 397 students of Columbia College who had all been counseled by one man, Dean Herbert E. Hawkes. Dean Hawkes was apparently an avid believer in the Strong Vocational Interest

Blank, and also believed in giving students direct advice. And his results, measured by student self-reports, were impressive. Eighty-seven percent of the students responded; all but eleven percent agreed with the results of their conferences with Dean Hawkes and not a single student who followed his advice expressed dissatisfaction or unhappiness.

Stone and Simos (1948) reported a follow-up study on counselees from a public employment office. Half of the clients were counseled in a personal interview, the other half received a summary letter. In a questionnaire sent to them six months later (80 percent responded), both groups expressed satisfaction with the service, though the personally counseled group reported more satisfaction.

Counselees from the University of Chicago's counseling center were asked their opinions of the services in a questionnaire study by Porter (1957). They also expressed satisfaction with the services, and those with the more interviews reported the greater satisfaction.

Non-Motivated Control Groups

The current study used the non-motivated control group developed by Williamson and Bordin in their earlier study. In their original report, they showed that students who sought and received counseling earned better grades and rated higher on an adjustment rating than another group of students of equal ability who neither sought nor received counseling.

These findings have been replicated several times in different settings. Sherriffs (1949) reported that 34 students from an introductory psychology class who were given a personal interview with the instructor improved their test scores on subsequent examinations more than the remainder of the class. Those students who were rated highest on tension and need for affection and praise improved the most.

Kirchheimer, Axelrod, and Hickerson (1949) compared improvement in grades for four groups of University of California veterans classified according to whether they had received counseling and whether or not they had changed their course of study. Their results indicated that the counseled students improved their grades significantly more than the non-counseled, and those counseled students who changed their major (presumably as a result of the counseling) showed even more improvement.

Faries (1955) compared 140 students who took advantage of the counseling offered during an orientation course with a group of controls of equal ability. He found that 77 percent of the counseled group graduated from college compared with 51 percent of the non-counseled group.

Ward (1948) showed that a group of counseled veterans at the University of Oregon averaged slightly higher in subsequent scholarship than a group of matched controls even though they apparently were less satisfied with their collegiate experiences.

Ivey (1962) compared a group of counseled students at Bucknell University with a random sample of non-counseled students. About half of the counseled students came of their own accord; the other half were referred by various sources. There were no differences between the counseled and non-counseled students on either CEEB scores or high school rank, indicating that, at Bucknell at least, there was no difference in scholastic aptitude between those who sought counseling and those who didn't. Results from this study indicated clearly that the counseled students' grades improved more than the non-counseled. The difference was statistically significant and, as the difference was roughly one-third of a standard deviation, it was large enough to have practical significance.

In an earlier study reported by Cole (1939) it is not clear whether the control group was a motivated one. To be conservative, the results will be reported in this section. In 1936, he followed up two matched groups of 100 boys who had been members of the Worcester, Massachusetts Boys Club in 1931. One group had been counseled, the other had not. He found the counseled group to be significantly higher on such criteria as persistence in school, job level, and freedom from delinquency, criteria that seem particularly meaningful.

A recent study by Watson (1961) compared three groups of students, all of whom had been referred for intensive counseling. One group accepted and made use of the counseling (median number of interviews -- 10); the second group denied that they needed help and the third group did not respond at all to the invitation.

Two years later the first group was distinctly superior to the other groups in scholastic achievement as measured by continued attendance in school and graduation with honors. They were also more successful in dealing with academic failure, more able to make valid decisions about withdrawal, and more often elicited favorable comments from instructors.

Not all studies show favorable results. Scarborough and Wright (1957) report no difference in grade point or proportion graduating from college between a group of students participating in a four day counseling clinic before entering DePauw University and a group of matched controls. Guthrie and O'Neill (1953) found no differences between groups of college students who had received different amounts of dormitory counseling.

The studies reported to this point, while almost uniformly in favor of the hypotheses of counseling effectiveness, cannot be considered definitive.

The lack of an adequate control group is a serious criticism, one that cannot be erased by even dozens of studies showing results favoring counseled over non-counseled students. In the face of this evidence, however, those who hold for the third factor explaining both the student's tendency to seek counseling and earn better grades (or whatever) must start coming forward with some demonstration of that factor. These data showing the associative connection between counseling and various kinds of changes cannot be dismissed lightly.

Motivated Control Groups

Fortunately, the demonstrated effectiveness of counseling does not rest exclusively on studies using non-motivated controls. Several researchers have found ways to turn away clients or at least hold them off for some period of time for later assessment and comparison with counseled students. Several of these studies have been well-done, and the results deserve study by anyone interested in counseling outcomes research.

Martinson (1955), in his summary in Dissertation Abstracts, reported a comparison between a counseled group and a "delay" group, using Kelly's REP test. The counseled group showed a significant increase in the number of positive dimensions, indicating a growth in ability to describe or evaluate others in ways which should contribute to good interpersonal relations.

Jesness (1955), in another summary in Dissertation Abstracts, found no differences between a counseled group and a control group similar to Martinson's on any of nine variables having to do with personality change. There was a difference, however, in the specific area of vocational planning. More of the experimental group changed to new goals more appropriate to their aptitudes and interests.

In 1951 at the University of Minnesota, Berdie (1954) randomly divided 180 freshmen into an experimental and control group. An effort was made to counsel all of the experimental group and withhold counseling from the controls until the project was over (approximately six months). At the project's completion, complete data were available on 61 experimentals and 57 controls.

The results showed:

1. Very little difference in academic achievement.
2. No difference in their ability to predict their own grades.
3. Counseled men were better able to rate their own interests as measured by an interest inventory.
4. A higher percentage of control group students dropped from the University.

Berdie concluded, "This study has provided evidence that agreement between self-ratings and more objective measurements can be influenced by counseling."

Counseling can aid social adjustment. Freshman girls scoring low on an inventory of social adjustment were divided into two sub-groups in a study by Aldrich (1942, 1949). One group was given normal counseling, the other was given more elaborate attention including introduction into several college activities. A follow-up at the end of the year showed the group that had entered the activities had changed for the better, both in terms of ratings of adjustment and scores on the inventory.

A follow-up several years later showed that the experimental group continued to be more active in various social activities, though perhaps at the expense of their grades. The controls had achieved slightly better marks.

In 1958, Berdie reported the results of a comprehensive study of counseling effectiveness (Berdie, 1958). The experimental design was carefully planned and included 80 experimental subjects and 20 delay controls. (As it happened, the delay extended into the summer and only one of the control subjects ever returned.)

An exhaustive study of the literature and practicing counselors' opinions pointed to three variables that might be expected to change with counseling: anxiety, defensiveness, and personal problem-solving. Instruments to measure these were carefully developed from well-selected criterion groups and were used to assess change in this study. A more comprehensive report of this study is available (Magoon, et. al., 1957)

The results showed that not a single one of the 33 specific hypotheses of counseling effectiveness was confirmed. Changes were noted in the clients but apparently in different directions for different cases.

However, a follow-up study a few years later, reported in Volsky, et. al. (in press) demonstrated a dramatic difference in frequency of graduation. Roughly twice as many of the counseled students graduated as non-counseled (60 percent to 30 percent).

In a study at Wake Forest College, Williams (1962) reported a study using both motivated and non-motivated controls. Each group contained about 40 students.

For a criterion. this study used a modification of the Butler and Haigh Q Sort to study adjustment changes. Changes in congruence among concepts of Self, Ideal Self, and Ordinary Person were related to the educational-vocational counseling. The results showed that:

1. before counseling, clients showed a lower adjustment level and less over-all concept congruence than non-clients.
2. the adjustment level and overall concept congruence of counseled clients increased significantly more than that of either the motivated or non-motivated controls.
3. following counseling, the adjustment level and over-all concept congruence of clients did not differ significantly from that of non-clients.
4. over a four month follow-up period, the changes remained fairly stable.

Williams' conclusion was that educational-vocational counseling restores a normal level of adjustment and degree of congruence among the client's perceptions of himself, his ideal self, and other persons.

Spielberger, Weitz, and Denny (1962) invited college freshmen at Duke with high anxiety scores to participate in counseling groups designed to help them make more effective adjustments to college life. Half (N = 53) of those who volunteered were seen weekly in group counseling sessions, the other half served as a control group. Improvement in academic performance was used as the criterion.

The counseled students improved their GPA about 3/5 of a standard deviation while the controls improved less than one-quarter standard deviation. This difference was even more pronounced when the counseled group was split into high, middle, and low in terms of attendance at the counseling session. Among groups all motivated to seek counseling, the amount of counseling seemed to have some impact on an objective criterion.

Golburgh and Glanz (1962) report positive results using group counseling to help students overcome difficulties in classroom recitations. Twenty-five students, all reporting this type of problem, were selected for this study. They were paired on ability scores, then randomly assigned to experimental and control groups. The measures used were Teacher, Self, and Peer ratings, and a self-attitude questionnaire. Each of these was collected pre-and post-counseling.

The counseling consisted of group sessions where the problem of class recitations was directly approached.

Gains between pre- and post-ratings measures were significantly in favor of the counseled students on the Teacher and Self rating and the Attitude questionnaire. There was no difference on the Peer rating.

The use of an objective criterion of emotional stability and a subsequent ten year follow-up stands out in an important series of studies on a ninth grade class from a Flint, Michigan school. This class (N = 468) was divided into two comparable halves. One half was used as a control group and received only the usual school guidance while the experimental half received intensive counseling over a three-year period. After this, 24 from each group were tested by the Luria technique, a method of using involuntary motor responses to a word association test as an indication of emotional stability. The results showed the experimental group to be significantly more stable (Worbois, 1947).

Ten years after high school graduation, these students were followed up. Using school records, the investigators found that 140 of the experimental group had graduated from high school versus 119 of the controls. About 120 of each group were located and differences were found in favor of the experimental group on general adjustment (as measured by the Bell Adjustment Inventory), cultural status, educational status, educational achievement, and occupational status (Cantoni, 1955).

One of the most ambitious studies of the effect of counseling was conducted by Rothney (1958). He randomly assigned 870 students from four Wisconsin high schools to experimental and control groups, then supervised counseling of the experimental group during their high school days. Two follow-up studies of the entire group were conducted, the first about 2½ years after high school graduation, the second about 5 years.

Of the original group of 870, about 690 were available for this second follow-up and Rothney reports 100 percent follow-up of this group. In his summary chapter, he reports the following results.

"The experimentals:

1. achieved slightly higher academic records in high school and post-high school education;
2. indicated more realism about their own strengths and weaknesses at the time they were graduated from high school;
3. were less dissatisfied with their high school experiences;
4. had different vocational aspirations;
5. were more consistent in expression of, entering into, and remaining in their vocational choices, classified by areas;
6. made more progress in employment during the five-year period following high school graduation;
7. were more likely to go on to higher education, to remain to graduate, and to plan for continuation of higher education;
8. were more satisfied with their post-high school education;
9. expressed greater satisfaction with their status five years after high school and were more satisfied in retrospect with their post-high school experiences;
10. participated in more self-improvement activities after completing high school;
11. looked back more favorably on the counseling they had obtained."

While none of these reported differences were very large, they were consistently in the predicted direction.

Rothney concluded, "It seems clear that the differences between the counseled and comparison subjects of this study after they had graduated from high school were less than one would hypothesize in view of the claims frequently made by guidance workers . . . . .There can be no doubt, however, that some important differences between the counseled and comparison groups did appear and that they could not be attributed to chance alone."

Summary

The studies cited above illustrate the wide range of research on counseling outcomes. From a variety of sources, utilizing a variety of counseling philosophies, positive results have come, pointing out that counseling does something, usually something of value to the student. The changes are modest in magnitude, but the consistency of the results indicate they certainly exist.

A noteworthy trend is the improvement in methods in more recent studies. The designs are more sophisticated, the controls more adequate, the measuring instruments more accurate, and the time spans longer. A subsidiary trend, not quite so apparent, is the finding of more pronounced differences. In general, the more precise the methods, the more substantial the demonstrated effects.

Chapter 3

HOW DO STUDENTS WHO SEEK COUNSELING DIFFER FROM THOSE WHO DON'T?

Results in later chapters will show that the students who were counseled 25 years ago are slightly better off today than the non-counseled ones. This investigator believes that the differences are attributable to the counseling received, but possibly others may not accept this conclusion as readily because of the inadequate design of this research.

The counseled students sought counseling but the control students did not. This lack of a randomly selected control group was the most glaring deficiency in this study as there was the considerable danger that these were different types of people and differences between them might be due to factors other than counseling. In particular, it might be argued that those students who sought out campus services were better adjusted in some sense than the average student. If so, this alone could explain the findings; the counseling would be extraneous.

Before trying to ascertain if this was the case, a further point should be made. In comparing students who seek counseling with those who don't, one of three situations may exist:

1) Those who seek counseling may be better in some sense (brighter, better adjusted, higher socio-economic status, etc.).

2) The two groups may be alike.

3) The students who seek counseling may be worse.

The results of the current research are jeopardized only if the first of these alternatives is true. To establish the efficacy of the current design, it is not necessary to show that the counseled and non-counseled students were alike before counseling, but only that the counseled students were not better. If in fact, the counseled students were worse, the results reported later are even more dramatic.

Two methods have been employed to determine if the differences between the groups existed before counseling, or whether they were created by counseling. First, pre-counseling data from counseled and non-counseled students have been analyzed. Second, an attempt has been made to establish some causal connection between the counseling and the student's subsequent actions. For example, if the counseling had any effect, counseled students should end up in occupations more consonant with their measured interests than non-counseled students.

Pre-Counseling Differences Between Counseled and Non-Counseled Students

The Schneidler-Berdie Sample

An earlier study is highly relevant as it dealt with a population closely similar to the one in the present study. Schneidler and Berdie (1942) compared counseled and non-counseled students, before counseling, from the 1939 SLA freshmen class at the University of Minnesota. They reported comparisons between the two groups on the following variables:

High School Grades
College Entrance Examination ('37 ACE)
Cooperative English Test
Mathematics Achievement Test
Natural Sciences Achievement Test
Social Sciences Achievement Test
Minnesota Personality Scale
Strong Vocational Interest Inventory

The data show virtually no differences between the students who sought counseling and those who did not. Of the differences, only a few achieve statistical significance and none are of practical importance, especially as they are not consistently in the same direction. Schneidler and Berdie concluded that, on these variables, the two groups were virtually identical.

A Random Sample from 1933-36 University Files

For a second comparison, a random sample was drawn from University files with the same composition of sex and year of entry as the Williamson-Bordin group. This sample was then split into counseled and non-counseled groups for comparison on High School Rank (HSR) and College Aptitude Test (CAT) percentile. Those data are listed in the next table.

Table 1

Comparison of a Random Sample of Counseled vs Non-Counseled Students on High School Rank and College Aptitude Test Percentile

	HSR			CAT Percentile		
	N	Mean	S.D.	N	Mean	S.D.
Counseled	290	69.70	23.54	304	57.59	26.72
Non-Counseled	436	67.11	25.17	465	56.94	26.70

The differences, slightly in favor of the counseled group, are neither statistically nor practically significant.

The Baller University of Nebraska Sample

Baller (1944) compared counseled and non-counseled students at the University of Nebraska and reports: "Clearly, the program of guidance tests has appealed more to the abler students". His comparisons are reported in terms of scaled scores and while it is difficult to estimate the magnitude of the differences, they clearly exist. Baller further reports that those students seeking counseling mainly for educational-vocational planning made better grades than non-counseled students. But students seeking counseling because of personal problems, though still above average on the aptitude tests, made distinctly poorer grades.

These differences found at the University of Nebraska seem to differ somewhat from the data from the University of Minnesota, indicating as Baller wisely pointed out, ". . .the way in which such a service is accepted by students in one university cannot safely be assumed to characterize another student population."

The Berdie-Hood Sample

Data available from current students were also examined. The entire 1961 SLA freshmen class at Minnesota were participants in a state-wide questionnaire study conducted by Berdie and Hood (1963) while those students were high school seniors. Their questionnaire covered socio-economic level, future plans, and also included several personality items. For each of these students, results were also available on the MMPI taken during college orientation, and the usual measures used for admission, i.e., a scholastic ability test and their high school rank.

During the fall of 1963, two years after these students had entered college, the files of the Student Counseling Bureau were examined to determine which of these students had sought counseling. These two groups, one counseled, the other not, were compared on all of the available data to see what differences may have existed before these students sought counseling. (About 20 percent of the group had been counseled by this time.)

The following table gives comparative data between the two groups on several aptitude measures. The grade point average and number of credits completed were calculated from all work that the student had completed by the end of his sophomore year. For students who had dropped out before this, the figures were based on whatever work they had completed.

Table 2

Aptitude Data on 1961 SLA Freshmen:
Counseled vs. Non-Counseled

	Male				Female			
	Counseled		Non-Counseled		Counseled		Non-Counseled	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
	(N =	204)	(N =	947)	(N =	196)	(N =	1000)
High School Rank	73.02	19.95	71.03	20.07	82.51	14.51	78.52	17.00
Minnesota Scholastic Aptitude Test	45.59	12.97	43.43	11.73	46.92	13.72	44.67	11.78
Cooperative English Test	158.91	26.85	154.16	25.77	172.21	24.00	170.90	22.45
Grade Point Average	2.00	.785	1.91	.825	2.19	.747	2.11	.778
Credits Completed	38.58	9.25	38.07	9.72	39.00	9.63	39.45	8.94

These findings are similar to those from the random sample just discussed, though here, because of the large numbers in each group, the differences are statistically significant. While none of them are very large, the pattern of differences consistently shows the counseled group to be mildly superior. The counseled students seem to come from a slightly different population than the non-counseled.

These students, the Berdie-Hood group, also answered several personality items included in the questionnaire. These items, taken from the Minnesota Counseling Inventory, were those most likely to discriminate between students planning to go on to college and students making other post-high school plans.

Berdie and Hood have the following discussion of these items:

> "The questionnaire contained 25 personality inventory items from the Minnesota Counseling Inventory (MCI). Thirteen of these items were the most discriminating items from the social relations scale and 12 from the conformity scale. Scores on the social relations scale refer to the nature of the student's relations with other people. Students with low scores are gener-

> ally gregarious and appear to be happy and comfortable with others. Usually they have good social skills. Students with high scores tend to be socially inept and unhappy and uncomfortable with groups of peers or adults.
>
> "The conformity scale was derived from the psychopathic deviate scale of the Minnesota Multiphasic Personality Inventory (MMPI). Students with low scores usually are reliable and responsible. Although not necessarily docile or overly submissive, they understand the need for behavior codes and social organization. Students with high scores are likely to be irresponsible, impulsive, and rebellious. They tend to be individualistic, self-centered, and some have juvenile court records." (Berdie and Hood, 1963, p. 62)

They found some differences between groups on these items. In general, girls were more sociable than boys and boys more often reported trouble with authorities. Between the college-goer and non-college-goer, they found "the students contemplating college indicated they saw themselves as being more sociable, they expressed less shyness, and they indicated they had fewer conflicts with family and authorities".

For the sample of students under study here, the percent response to each item, tabulated by counseled vs. non-counseled, is listed in the next table.

There are few notable differences between the groups, but the trend seems unmistakably clear. With only a few exceptions, there is a higher percentage of counseled students selecting the "poorly adjusted" response. But there is not much excitement in a trend that depends exclusively on percentage differences of 2, 3, or 4 percent. The most reasonable conclusion is that there essentially were no differences between these groups on these dimensions.

A more substantial test of the personality characteristics of these two groups was possible as results were available on each person for the Minnesota Multiphasic Personality Inventory (MMPI). Each entering freshman in SLA at Minnesota completes this during freshman orientation.

Table 3

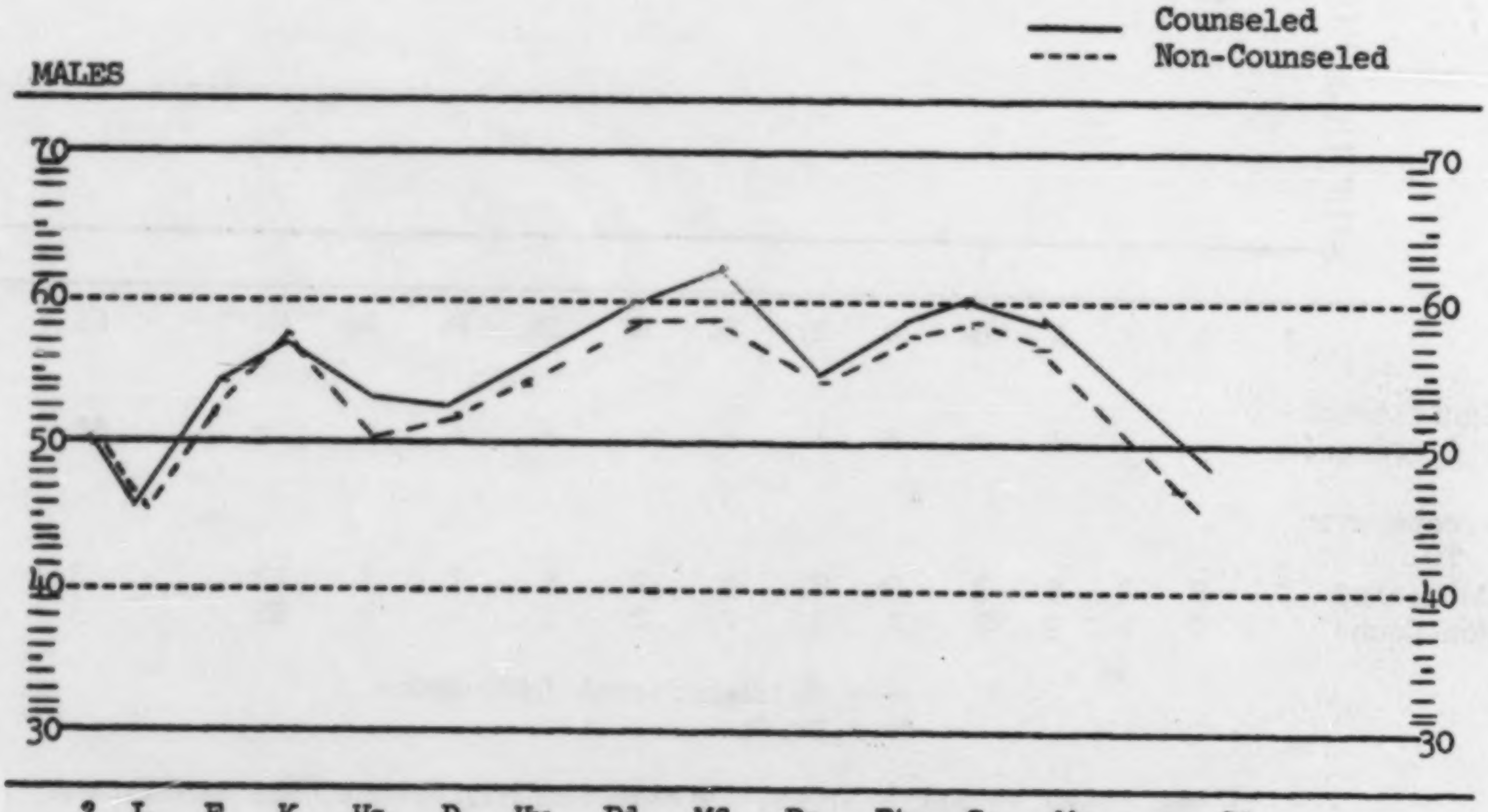
Percentage of Counseled and Non-Counseled Students Answering "True" to Certain Personality Items

	Male		Female	
Social Relations Items	Counseled (N = 204)	Non-Counseled (N = 947)	Counseled (N = 196)	Non-Counseled (N = 1000)
"I meet strangers easily"	74	77	74	77
"I get along as well as the average person in social activities"	92	95	93	97
"I feel self-conscious when reciting in class"	43	40	50	44
"I feel at ease with people"	79	83	79	84
"I have difficulty in starting a conversation with a person who has just been introduced"	39	36	35	27
"I enjoy speaking before groups of people"	36	33	31	30
"I am rather shy in contacts with people"	24	26	32	26
"I enjoy entertaining people"	68	64	63	77
"I like to meet new people"	89	87	94	95
"I dislike social affairs"	10	11	6	4
"I find it easy to express my ideas"	66	63	54	54
"I avoid people when it is possible"	12	11	8	6
"I stay in the background at parties or social gatherings"	22	23	28	15
Conformity Items				
"In school I sometimes have been sent to the principal for cutting up"	27	21	3	5
"I am sure I get a raw deal from life"	1	3	2	1
"At times I have very much wanted to leave home"	34	30	35	32
"I find it hard to keep my mind on a task or job"	22	21	24	18
"My parents have often objected to the kind of people I go around with"	11	10	8	6
"No one seems to understand me"	7	9	10	6
"My family does not like the work I have chosen or the work I intend to choose for my life work"	2	3	5	3
"My parents and family find more fault with me than they should"	19	13	10	9
"If people had not had it in for me I would have been much more successful"	1	1	0	0
"I wish I were not so shy"	34	31	34	31
"I have had very peculiar and strange experiences"	28	30	28	24

First, the mean profile for each group was calculated. They are shown in the next table. The profiles were analyzed in a second manner by tabulating the percentage of each group with T-scores above 70. These are two standard deviations above the mean and usually indicate more severe emotional problems. These percentages are shown in the table below the profiles.

Table 4

MMPI Profiles for Counseled and Non-Counseled Males

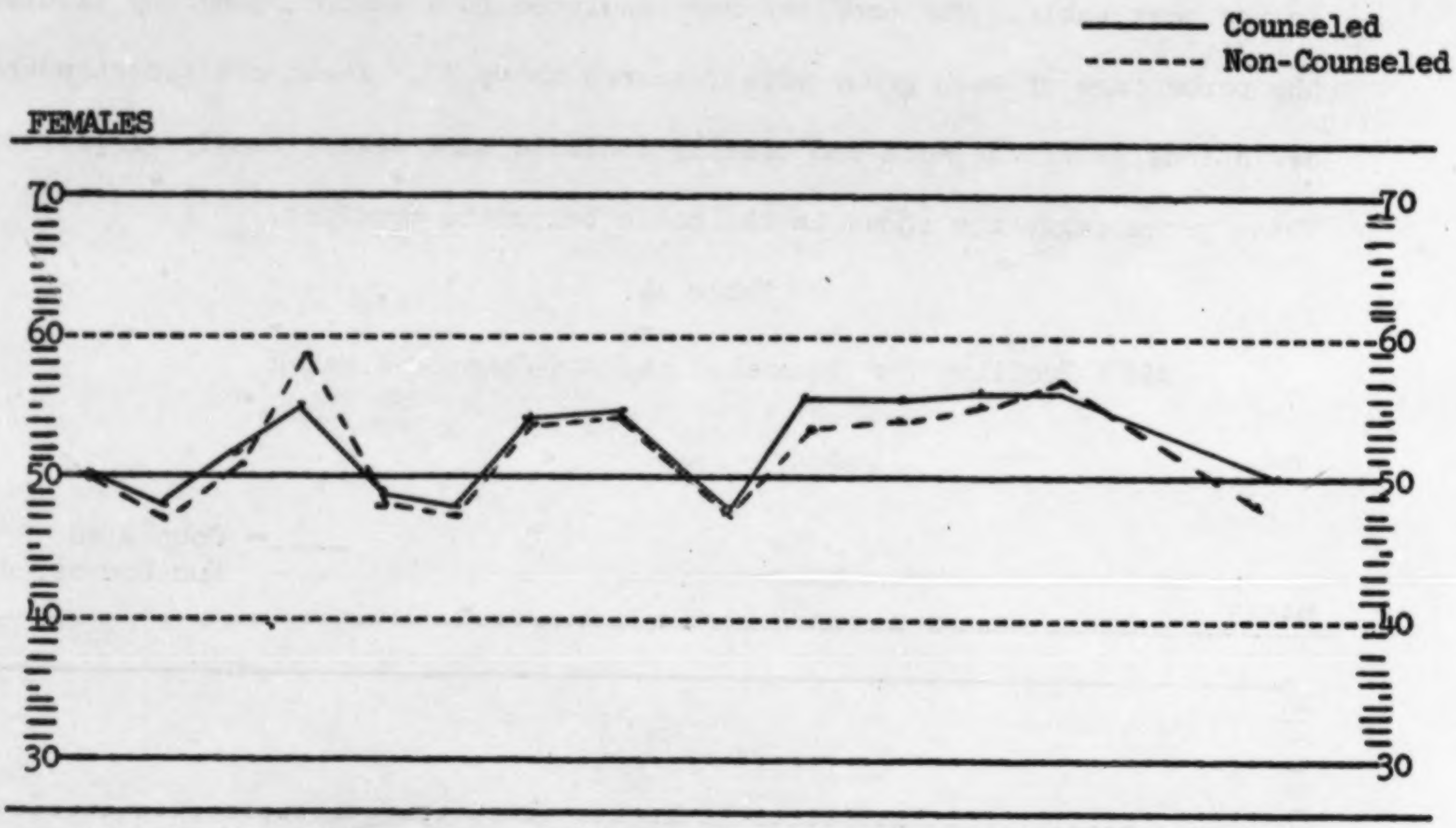


	?	L	F	K	Hs	D	Hy	Pd	Mf	Pa	Pt	Sc	Ma	Si
Significance of difference		+	**	+	+	*	*	+	+	+	*	**	+	*
Percent over 70														
Couns Males		1	6	8	3	10	4	20	20	7	13	17	13	7
Non-Couns M		0	4	8	2	6	2	13	13	5	10	11	15	3

+ = No Significant Difference
** = P<.01
* = P<.02 - P<.05

Table 5

MMPI Profiles for Counseled and Non-Counseled Females



	?	L	F	K	Hs	D	Hy	Pd	Mf	Pa	Pt	Sc	Ma	Si
Significance of difference		+	+	+	+	+	+	+	+	+	+	+	+	**
Percent over 70														
Counseled		2	3	5	3	2	2	9	2	6	3	5	13	3
Non-Couns		0	1	9	2	1	3	7	2	5	4	4	11	3

+ = No Significant Difference
** = $P < .01$

The trend is again clear. Though the differences are small, they consistently, with the exception of the K and Ma scales, show the counseled students to be the more psychologically uncomfortable. (Some investigators have hypothesized that a moderately high K may actually be a sign of better psychological functioning so this reversal is perhaps not crucial.)

There is little support here for the contention that students who seek counseling are different from those who don't and clear rebuttal of the position that they -- those seeking counseling -- are better adjusted.

This group of counseled students, before counseling, contained more students with potential personal problems than did the group of non-counseled students.

In addition to the personality variables, the counseled and non-counseled students from the Berdie-Hood sample were compared on the following items:

Urban vs Rural Residence
Number of books in home
Number whose parents owned their own home
Student's report of adequacy of parents' income
Post-high school plan
Factors influencing their selection of post-high school plan
Amount of family financial support in college
Parental feelings toward student's attending college
Occupational status of father
Educational level of parents
Number of close friends planning to attend college

Virtually no differences were found. In those cases where some trend was barely discernable, it was usually in the same direction as the data reported earlier. For example, 77 percent of the counseled students reported that their parents wanted them to go to college vs 81 percent of the non-counseled. Fifteen percent of the counseled students said they would receive no financial help from their parents in college while fourteen percent of the non-counseled students reported this. These data are hardly worth reporting, yet they do indicate the usual magnitude of difference between the groups, and illustrate the faint thread of consistency running through the data. Essentially, there were no differences between the groups, but where any differences were found, the counseled students were slightly less at ease with life.

One modest difference was found which has some relevance in later discussions. In answer to the question, "If you are planning on college, are you considering any graduate or professional training after your undergraduate college work?", a higher percentage of the counseled group said "yes", 63 vs 52 percent of the boys, 37 vs 28 percent of the girls. Later on it will be shown that the incidence of counseling is higher among advanced degree earners than among average college students. Apparently this difference shows up even in the high school years.

The Williamson-Bordin Sample

In collecting the data for the current study, some attempt was made to study differences between the counseled and non-counseled groups that might have existed before they entered the University. They were asked about their parents' economic status, about how they felt toward their home situation when they were growing up, and about major disruptions in their life when they were young, such as parents' death or divorce. In addition, a fair amount of background information was collected from each person, such as parents' education, number of siblings, and so forth.

A few mild differences, shown in the following tables, did appear but few of them were either of statistical or practical significance. Any trend that did appear usually indicated, as before, that the counseled group likely had more troubles before counseling than the control group.

For example, between birth and two years of age, 4.4 percent of the counseled vs 1.2 percent of the control group had some severe disruption in their life where disruption was defined as one or both parents dying, or parental divorce or separation. After age two, the percentages were virtually identical in each group.

The next table gives the question asked about their feelings toward their home situation.

Of all the pre-counseling comparisons made on this sample, this showed the strongest trend. There was the usual mild trend showing that the counseled students were more *unhappy* while they were growing up, and in this case the trend was supported by statistical significance at a respectable level ($\chi^2 = 9.00$, $p < .06$) though the practical difference was again slight.

Table 6

Counseled and Non-Counseled Students Description of Feelings Toward Childhood Home Environment

"When you were growing up, how would you describe your feelings toward your family and home situation?" (Check one)

	Counseled	Non-Counseled
I was very happy with the way things were	21.2	28.0
I was happier than average	25.3	23.6
About average	37.3	38.8
I was more unhappy than average	11.4	7.2
I was very unhappy	4.1	2.4

The next question was about their parents' economic status. Here there was not even the mildest difference.

Table 7

Counseled and Non-Counseled Students Description of Parents Economic Status

"How would you describe your parents economic status in comparison with that of your classmates' parents?" (Check one)

	Counseled	Non-Counseled
Very much poorer	5.7	5.2
Poorer	22.1	24.8
About average	57.8	51.6
Fairly well-off	11.7	15.6
Well-to-do	2.2	2.0

We asked them about their parents' feeling toward their education. As the following data show, the groups were virtually identical on that respect. And again, the faint trend in the table is in favor of the non-counseled students.

Table 8

Counseled and Non-Counseled Students Report of Parental Support for their Education

"Did your parents think it was important for you to get a college education?" (Check one)

	Counseled	Non-Counseled
Thought it extremely important	63.5	65.2
Thought it was all right	28.1	29.2
They were neutral	6.5	4.0
They were somewhat opposed to the idea	1.9	1.6
They were very opposed to the idea	1.1	0.4

Each of these groups reported the educational level of their parents and those data are presented in the next table. There was a slight tendency for the counseled students to have better educated parents.

Table 9

Parents' Educational Level of Counseled and Non-Counseled Students

	Mother		Father	
	Counseled	Non-Counseled	Counseled	Non-Counseled
Less than H.S. Graduate	40.0	43.2	42.0	43.6
High School Graduate	22.1	22.4	12.5	15.6
Some College or Business School	20.7	26.0	21.0	16.8
College Graduate	16.1	8.4	22.9	22.4

Significant differences were found on one other measure, birth order. Schacter (1959) has pointed out that first-born and only children are more apt to seek out the company of others when they are under stress. From these findings, one would expect first-born and only children to seek counseling more often than later born. This proved to be true. The next table shows those tabulations.

Table 10

First Born vs Later Born
in the Counseled and Control Groups

	First Born		Later Born	
	N	Percent	N	Percent
Counseled	210	58	154	42
Control	114	46	136	54

$\chi^2 = 8.70 \quad p < .01$

Just what influence this result has on the results to be reported later is not clear. First-borns were compared with the later borns on all of the various measures of success and achievement to be reported in later chapters, and no significant differences were found. Nor was any difference found in the percent of each group seeing a psychiatrist or clinical psychologist as adults.

Several other comparisons were made between the counseled and non-counseled groups and none of these showed even the small differences shown on the above questions. These other variables were:

1) Source of financial support while in college
2) Type of residence while in college
3) Number of siblings
4) Number of siblings who were college graduates
5) Family religion

Causal Connections Between Counseling and Subsequent Behaviors

Another further type of evidence is available on this issue of whether current differences are due to the counseling or simply to the non-random selection of the two groups. If counseling was effective, then certain causal chains should be apparent between the counseling and the individual's action. For example, if the counseling had any effect on the student's plans, then in answer to the question, "What influenced you in choosing your occupation?" the counseled student's answer should reflect this in some way. In answer to that question, the following differences were noted in the 25 year follow-up group:

	Counseled	Non-Counseled
"I selected my occupation on the basis of some counseling I received"	6.3 percent	0.4 percent
"I selected it because I was interested in it"	40.9	29.9
"I went into a family business"	13.2	17.4
"I had always planned it"	2.5	6.2

Though these differences were not large, all except the third one were statistically significant, and all fit into the framework of counseling effectiveness.

A more extensive section on the influences affecting career choices of the two groups can be found in a later chapter which reports the counselee's opinions of his counseling 25 years later. There again the answers clearly fit into the framework of counseling effectiveness as, according to the student's self-report, the counselor frequently had some impact on the student's future career.

This one area -- influences surrounding vocational choice -- seemed to show consistent differences between the counseled and non-counseled, both before and after counseling. Besides the questions already discussed, a further question showing differences was:

> When did you decide on your current type of work?
>
> before --
> while --
> after -- attending undergraduate college?

The percentage of counseled students selecting each was 12 percent, 18 percent, and 53 percent; for the non-counseled, 18 percent, 16 percent, and 43 percent. Thus it appears that the non-counseled students made their career choice earlier in life. Among the graduate men, the trend was even more pronounced where 36 percent of the non-counseled vs 14 percent of the counseled said they decided on their career before entering college. Many times these were individuals who had decided early that they were going to be a doctor or a lawyer or something similar, then went ahead and did it. There was little indecision in their career plans, and they never felt the need of counseling.

While these casual links between the counseling and the student's action are not well enough established to be overwhelmingly persuasive, that they exist at all provides some support for the hypotheses of counseling effectiveness. Those critics who say that there is some third factor operating in the student to explain both his seeking counseling and his better adjustment must also add, "and it (the third factor) has the same influence on his career plans that effective counseling would have".

A "Better" Control Group

Perhaps the best data available on the adequacy of this study's design were generated by a happy, fortuitous circumstance. About one-sixth of the original control group from the Williamson-Bordin study eventually sought counseling at the Student Counseling Bureau sometime after the original study. For this sub-group, both pre-and-post-counseling measures are available. Thus, this group can be used as a "better" control group for comparison with students already counseled and students never counseled.

If counseling was effective, these "better" control students, before they were counseled, should be like other control students; after counseling, they should resemble other counseled students. To determine this, three comparisons were made:

1) before counseling, the "better" controls were compared with the remaining controls.
2) before counseling, the differences between the "better" controls and their matched experimental mates were compared to the differences between the remaining controls and their matched experimental mates. (All of the experimental groups had been counseled at this point.)
3) after counseling, the "better" controls were compared with both their matched experimental group and the remaining controls.

To support the hypothesis that counseling was effective, the first two comparisons should show that, before counseling, the "better" controls were like the remaining controls while the third comparison should show that these "better" controls, after counseling, changed to resemble the other counseled students.

Inspection of the counseling files maintained by the Counseling Bureau revealed that 62 (16 percent) of the original control group had sought counseling by 1962, almost all of them during the 1930's. These students were separated out, along with their matched experimental mates, for the comparisons described above.

Table 11 illustrates the results of the matching on high school rank and college entrance tests. The groups are virtually identical on these variables.

Table 11

Comparison of "Better" Controls
and Their Experimental Mates

		High School Rank		College Aptitude Test Percentile	
	N	M	S.D.	M	S.D.
"Better" Controls	62	68.5	25.3	65.8	24.3
Matched Experimentals	62	69.2	25.1	65.0	24.6

For pre-counseling measures, the groups were compared on the Williamson-Bordin adjustment rating and first quarter GPA. For a post-counseling measure, the groups were compared on frequency of graduation.

Table 12 gives the necessary data for the comparison of these groups on the adjustment rating. This rating was made during the Williamson-Bordin study after the experimental students but before the control students had been counseled. It was a five point rating, running from A to E, with A indicating the best adjustment. For a more detailed description of these ratings, see Williamson and Darley (1937, p. 262-266).

Table 12

Comparison of Adjustment Ratings of Experimental and Control Pair Members

Rating of Non-Counseled Control Member

		A		B		C		D		E		TOTALS	
		N	%	N	%	N	%	N	%	N	%	N	%
Rating of Counseled Member	A	77	(25)	26	(8)	7	(2)	21	(7)	8	(3)	139	(44)
	B	37	(12)	38	(12)	8	(3)	30	(10)	3	(1)	116	(37)
	C	5	(2)	4	(1)	2	(1)	3	(1)	1	(0)	15	(5)
	D	9	(3)	12	(4)	1	(0)	9	(3)	4	(1)	35	(11)
	E	0	(0)	2	(1)	1	(0)	5	(2)	1	(0)	9	(3)
TOTALS		128	(41)	82	(26)	19	(6)	68	(22)	17	(5)	314	(100)

Number in diagonal cells = 127 (40 percent)
Number above diagonal (favoring counseled member) = 111 (35 percent)
Number below diagonal (favoring non-counseled member) = 76 (24 percent)

Rating of "Better Control" Member

		A		B		C		D		E		TOTALS	
		N	%	N	%	N	%	N	%	N	%	N	%
Rating of Counseled Member	A	8	(13)	8	(13)	2	(3)	4	(6)	0	(0)	22	(35)
	B	5	(8)	12	(19)	1	(2)	4	(6)	2	(3)	24	(39)
	C	0	(0)	2	(3)	0	(0)	1	(2)	0	(0)	3	(5)
	D	0	(0)	9	(15)	0	(0)	1	(2)	1	(2)	11	(18)
	E	0	(0)	1	(2)	1	(2)	0	(0)	0	(0)	2	(3)
TOTALS		13	(21)	32	(52)	4	(6)	10	(16)	3	(5)	62	(100)

Number in diagonal cells = 21 (33 percent)
Number above diagonal (favoring counseled member) = 23 (37 percent)
Number below diagonal (favoring non-counseled member) = 18 (30 percent)

To compare the "better" controls with the remaining controls, the column totals in the top half of the table were compared with the column totals in the bottom half. There were some differences, (Chi-square = 17.32, df = 4, $p<.01$) mainly in the A and B ratings, with the non-counseled controls rating higher. This, of course, is not damaging to the hypothesis of counseling effectiveness as it indicates again that students who don't seek counseling are in slightly better shape than those who do.

To determine if the "better".controls, before counseling, were as different from their matched experimental mates as the other controls were from theirs, all of the cell frequencies in the top half of the table were compared with the analogous frequencies in the bottom half. Simple inspection indicates the tables are similar with a few exceptions. For a more rigorous test, chi-squares were calculated for each table, using only the non-diagonal cells. This allowed for the correlation between the groups created by the original matching and gave an index of counseling effectiveness. If the counseling was effective, there should be more pairs tallied above the diagonal where the counseled member of the pair received a better rating than the control member. The Williamson-Bordin analysis has already shown this to be true, but the question crucial at this moment is whether or not this trend is similar in both halves of the table.

The chi-square calculation used the average of the two mirror image cells as the expected frequency in each of those two individual cells. For example, the average of the AE and EA cells frequencies was the expected value in the AE and EA cells. (It was necessary to collapse the bottom half of the table into a 3 x 3 matrix to avoid low expected frequencies.) For the top half of the table, chi-square = 25.56, df = 10, $p<.01$. For the bottom half, chi-square = 8.04, df = 3, .01 $p<.02$.

Both of these are statistically significant at a respectable level, and both favor the counseled groups over the regular control group and the "better" control group.

One more inspectional approach is to compare, for each matrix, the frequencies in the diagonal cells, the frequencies in the cells above the diagonal where the counseled member received the higher rating of the pair, and the frequencies in the cells below the diagonal where the control member received the higher rating. These frequencies are reported in each half of the table and, again, they show similar patterns.

These data support the contention that students who will eventually seek counseling are as different from students who have been counseled as students who will never seek counseling. Again, they offer no support to the argument that students who seek out counseling are better adjusted than those who don't.

The same comparisons can be made in a simpler manner, using first quarter GPA for these groups. Williamson and Bordin report that the overall control group GPA was 1.97, that of the experimental group 2.18, a difference significant at the .01 level. The same comparison between the "better" controls and their matched experimental mates was 1.98 to 2.07, a difference also significant at the .01 level. Note that the overall control group average was 1.97; the "better" control group average was 1.98, an insignificant difference.

Again, the trend is clear. The "better" controls, before they have been counseled, are more like the other controls than they are the other counseled students. The crucial question now becomes: after counseling, did they change to resemble the counseled students?

The post-counseling measure used here was frequency of graduation. While this is by no means a perfect criterion of counseling effectiveness, it has some relevance. Once a student has been admitted to the University, most counselors try to guide him to the curriculum where he will be most happy and productive, and this is certainly related to eventual graduation.

Frequency of graduation also has the considerable virtue of objectivity. The problems of reliability and validity of ratings are eliminated, and almost everyone will accept this as a desirable outcome of counseling, at least given students of college level abilities. This serves to emphasize the crucialness of this final comparison.

The graduation data in Table 13 show that the desired outcome occurs. The "better" controls now resemble their experimental matchmates more closely than they do the other controls.

Table 13

Graduation Frequencies

	N	Percentage Graduating
"Better" Controls	62	60
Matched Experimentals	62	58
Remaining Controls	314	47

The percentage of graduating non-counseled controls is significantly lower (at the .05 level) than either of the counseled groups; the difference between the latter two is not significant.

The "better" controls now -- after counseling -- resemble other counseled students more than they do the remaining controls. This was not true of the pre-counseling data, and seems to point to a true effect of counseling rather than a type of behavior connected with seeking out counseling.

Even with the above data in hand, this conclusion may prove too strong for some readers. But at the very least the results indicate that the desirable changes occurred during the time period when the students were being counseled.

Summary

Four main trends have emerged from these studies of students who seek counseling and those who don't.

> First, all of the differences between these groups were small, seldom of statistical significance (even though many of these studies used samples of several hundreds) and of dubious practical significance.
>
> Second, the small differences on aptitude measures usually favored the counseled group. The Baller study, the random sample of the 1930's at Minnesota, and the 1961 freshman class all showed differences in favor of those seeking counseling.
>
> Third, there was a significant difference in the birth order of the two groups with first-born and only children found more often in the counseled group.
>
> Fourth, there was a clear, consistent (and small) trend for the counseled students to exhibit more emotional discomfort on a variety of measures.

Perhaps the best summary of this section is to repeat the statement made earlier.

> There is little support here for the contention that students who seek counseling are much different from those who don't, and clear rebuttal of the position that they -- those seeking counseling -- are better adjusted.

For the current study, from the research design standpoint, these findings are reassuring. The first suggested difference, that of ability level, was controlled in the original Williamson-Bordin study as they matched each counseled student with a non-counseled student of equal ability. Thus, none of the current differences can be explained by ability differences.

While it is difficult to evaluate the impact of the birth-order phenomenon, it did not seem to affect the criteria used in this study. The first and later born groups were compared on a variety of measures, and other than this propensity to seek out counseling, hardly any other differences were found. As demonstrated in other studies, the first borns performed slightly better on the aptitude measures, but no differences on any of the achievement or satisfaction variables were found. And surprisingly, no difference was found in their responses to the question, "Have you ever gone to a psychologist or psychiatrist?" Sixteen percent of each group said yes. While birth order was a confounding variable, it seemed to have little impact on the outcomes of counseling.

The third faint difference, that of emotional stability and comfort, favored the non-counseled student. Any flaw in this research design probably worked against the hypothesis of counseling effectiveness. If the counseled students turn out no better than--but just as good as--the non-counseled students, an argument could be made that the counseling helped.

Chapter 4

METHODOLOGY

The present study is a 25 year follow-up of the students from an earlier study of counseling effectiveness conducted by Williamson and Bordin during the mid-1930's, (Williamson and Bordin, 1940). In their research, they selected a group of approximately 400 students who had come to the University of Minnesota Student Counseling Bureau before November 1st of their freshman year--of the years 1933-1936--to consult with a counselor about educational, vocational, or other personal problems. This group was designated the experimental group and selected solely on the basis of having complete counseling case folders. One year later, these students were matched individually with other non-counseled students on college entrance test score, English proficiency test score, high school rank, age, sex, size and type of high school, and college class. This second group was the control group. All students were registered in the College of Science, Literature, and the Arts (SLA).

Both groups were interviewed roughly one year after counseling (range = 1-4 years, mode = 1 year) and rated on a scale called "Adjustment" which centered mainly around educational-vocational progress. The two groups were also compared on first quarter grade point average. There were 384 pairs, 768 students in the final sample.

The results showed that:

1. The counseled students rated significantly higher on the Adjustment scale.
2. The counseled students earned significantly better grades than non-counseled students--2.18 to 1.97 respectively (on a four-point scale).

In 1961-62, the data from this study were resurrected, and an attempt was made to locate these individuals to assess the effects of counseling over a 25 year period.

Surprisingly, virtually all of these former students were located, 762 of the 768. Of these, 731 were still alive and each of them was asked to do four things. Those, and the percentage completing each, were:

1.	Complete a detailed 30 page questionnaire	84 percent
2.	Have an hour interview	90
3.	Complete the Strong Vocational Interest Blank	84
4.	Take the University of Minnesota's current entrance examination	87
5.	All four of the above	80
6.	At least one of the above	92

Information Collected

In general, the information requested from them was concerned with their achievements and their satisfaction with their job and general station in life.

Specifically, the questionnaire contained items dealing with the following areas: (See copy in Appendix)

1. Educational achievements
2. College extra-curricular activities
3. Parents' status
4. Their children and spouses
5. Current occupation and job history
6. Job and occupational satisfaction
7. Awards and honors won
8. Organizational participation
9. Income and economic status
10. Recreational activities
11. Health

Most of the questions were multiple choice or completion types. This questionnaire was administered through the mail, and a copy of the Strong Vocational Interest Blank was sent along at the same time.

The interview, though it was highly structured, contained mostly open end questions which gave the individual a broader opportunity to express himself.

It covered the following areas: (See copy in Appendix)

1. General questions about collegiate experiences
2. Influences on occupational choice
3. Their opinion of the counseling they had received
4. Their evaluation of their own abilities and interests
5. For the women, the effects of working on their family
6. Career plans of their children
7. Educational and emotional problems of their children
8. The individual's social life
9. Political activities
10. Marital happiness
11. Any personal problems
12. General satisfaction with life
13. Future goals

This interview was conducted in a highly systematic manner through a specified series of questions in an interview booklet. The interviewer, usually a graduate student in psychology from a nearby university, read the questions in a pre-determined order to the subject and made short notes on the booklet, condensing the individual's answer. Though it was highly structured, the interview was not an impersonal, sterile interchange. Much thought went into the arrangement of the questions to lead to the greatest possible rapport between the subject and the interviewer, and some attempt was made in hiring interviewers to select those with some social sensitivity.

The interview started with common-place questions, such as, "What is your occupation?"; proceeded through a series of innocuous questions, "Why did you decide to go to college?"; and gradually worked into the personal areas, "What personal attributes are you most proud of?", "Which ones stand in your way?", "What is the best thing about your marriage?". . . ."the worst thing?".

One index of the success of the question arrangement and the interviewer quality was that not a single participant refused to continue to the end of the interview, once started. We had expected that some small percentage of people would refuse to continue when the questions became very personal, but that did not happen in a single instance. From this we assume that rapport must have been at least minimally adequate. (On a more informal note, several of these interviews were pleasant for both parties. Frequently the interviewer was asked to stay for coffee or a drink, or occasionally, even for dinner.)

In most cases the interviewer also administered the Minnesota Scholastic Aptitude Test during the interview. As discussed later, it was administered to others in groups.

After completion of the interview, each person was rated by the interviewer on several scales. (See Rating Form in the Appendix)

All of the above data were categorized, coded appropriately, and punched into IBM cards for the analyses in this report.

While most of the questionnaire material was easily coded, this was not true of the interview. A typical interview question was "What are your main criticisms of the University currently?" This elicited a variety of answers which had to be organized in some manner. After inspection of several dozen interview booklets, categories were arbitrarily defined. While these categories should not be taken as fixed, immutable entities, usually they represent the general themes of the answers fairly well.

But of course this categorization did throw away some information and usually destroyed the unique flavor of the comments. For example, two of the answers to the above question about their current criticisms of the University were:

> "My main criticism of the University is that they won't let the Minnesota Vikings football team use their stadium."
>
> "My main criticism of the University is that they are teaching evolution over there."

Both of these were unique and it is unfortunate that they had to be buried in the "Other" category.

One further type of information was used in this project. About 5 percent of the individuals refused to reveal any information about themselves whatsoever. In those cases, a credit report, including occupation and income, was obtained from the Retail Credit Association. This information was used in the "Contribution to Society" rating to be discussed later.

Besides all of the above current information, some data were available on each individual from his University records, such as his scholastic performance, honors won, high school rank and score on college entrance test. Also, from the earlier Williamson-Bordin study an Adjustment rating was available and, for the counseled students, some psychometric measures as well as brief counseling case notes were in the files.

Final Sample Used

The original Williamson-Bordin study used 384 pairs of students. In this follow-up study, several of these pairs were unavailable for a variety of reasons. Thirty people had died, seven were unlocated and about 10 per cent would not cooperate. In another 62 cases, the control member of the pair had since come to the Counseling Bureau for guidance which meant that these pairs could not be used in the counseled versus non-counseled comparisons.

Because these disruptions occurred in over 100 pairs, the final analyses were done by counseled versus non-counseled groups rather than by pairs. This allowed the use of the pairs where both students had been counseled. A further advantage was that these group comparisons were computationally simpler than the pair by pair analysis. Of course, some statistical power was lost by not using the matched pair procedure, but this power loss was offset to some degree by the inclusion of over 200 people who would otherwise have been discarded.

For a few analyses where it seemed particularly appropriate, the matched pair technique was used.

The total numbers in each group varied slightly, depending on the information used. The next table reports the percent by group and by sex who furnished each of the requested documents.

Table 14

Number of Counseled and Non-Counseled
Returning Each Type of Information

	Counseled						Non-Counseled						Total	
	Male		Female		Total		Male		Female		Total			
Initial Number	238		216		454		159		155		314		768	
Dead	14		4		18		9		3		12		30	
Unlocated	4		2		6		0		1		1		7	
Total Available for Data Collection	220		210		430		150		151		301		731	
Information Furnished	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Questionnaire	177	80	190	90	367	85	127	85	123	82	250	83	617	84
Interview	191	87	197	94	388	90	135	90	131	87	266	88	654	90
MSAT	184	84	190	90	374	87	134	89	126	83	260	86	634	87
SVIB	175	80	188	90	363	84	127	85	122	81	249	83	612	84

How to Locate 99 Percent and Retest 90 Percent 25 Years Later

One of the most successful phases of this study was the data collection portion. Ninety-nine percent of the individuals from the original study were located, and over 90 percent of those still living participated in the current study. This section reports the methods used in achieving those results. As it may prove helpful to other investigators planning long-term follow-ups, considerable detail is given.

Locating the subjects was the first problem. Initially, no current information was available though there was some information from 25 years ago: address in student directory, transcript address, parents' name and address, whether or not they graduated from the University, and if so, area and degree earned.

Some people were located simply by inspecting the list of names. Freshmen of the University of Minnesota from 25 years ago have, as a group, done well, and a few have been spectacular successes. One man is now a prominent national political figure; two are well-known athletic coaches. These were located easily; others came harder.

First, the names were sent to the University alumni office (half of this group graduated) and also compared with the listings in the Twin Cities phone directories. Through these sources, current addresses were found for 33 percent of the group.

Letters were mailed to these people, one over the University President's signature, another signed by the project directors, telling them of plans for a rather elaborate survey of freshmen of their era and asking for their cooperation. After they had returned an enclosed post card to verify their address, a complete roster of the sample was sent to them with a note asking for their help in locating the missing people.

This was a very profitable approach. Though the list was long, about 800 names and out-of-date address on 18 pages, many people looked it over closely and made inquiries in their neighborhoods, churches, bridge clubs, etc. Several dozen answers were received containing information on from 1 to 45 people. The clues ranged from complete addresses to rather vague statements such as "I think he's selling real estate in Dallas". Even these helped immensely in many cases.

While this was going on, we were also working with the addresses from the old student directories and transcripts. With a stack of transcripts, an assistant sat down at the telephone and began phoning anyone in the Twin Cities phone directory with the same last name in the hopes of locating some relative. This approach was fruitful, though time consuming. Often people said that they were not part of the family involved, but they steered us to another branch of the family. Again, clues were given ranging from complete addresses to very vague musings.

Next, the information service of the telephone company was utilized. The Twin Cities telephone system is somewhat unique in that it lists telephone numbers by address as well as by name. For example, for an old student address of 3100 Grand Avenue, the operator was asked for the telephone number at 3100 Grand Avenue. Dialing that number, we asked the person who answered if he knew anything about a family of "__________" who used to live at his address. Fairly often the ownership of the house could be traced back through one or two buyers and these were contacted further. Almost everyone knows who they bought their house from, and generally has some rough idea of where the prior family is living currently.

The next source was the high school reunion list. All of these people had been out of high school for slightly over 25 years and it's a very unusual high school class that doesn't have a 25 year reunion. Usually someone in the class takes it upon himself (or more often herself) to locate virtually everyone for this reunion. These individuals were very helpful. They were contacted through the high school and frequently were able to provide a recent roster of their class with current addresses, occupations, and other information.

The high school reunion chairman would have been an excellent source to use earlier. By the time we found this source, we had already been working for several months using the methods described earlier. This would have been a far more efficient way to start, immediately after the phone book and the University alumni office.

Next, a brief letter was sent to the old address of the individuals still not located, even though in many cases, we knew the individual did not live there any more.

Considering the situation, the Post Office was remarkably successful. About 50 percent of these letters were delivered to either the individual or his relatives. Perhaps this was not too surprising in the small out-state Minnesota towns. A student coming from Blackduck, Minnesota likely has left many roots in the community, and it is not too hard to find him by mail, even a quarter of a century later. This approach might have been even more successful if the letters had been sent "Certified Mail With Return Receipt Requested".

At this point, roughly 3-4 months later, 80 per cent of the group had been located and the remainder was proving difficult to find. To maintain contact with the located 80 percent, each person was sent a four page mimeographed letter, including a list of the 55 people still unlocated. People who had not taken the trouble to look through the first long list did scan this shorter one, and several more were located.

Other miscellaneous methods were being used while all of this was going on. Any student who graduated with a professional degree, an LLB, MD, Ph.D., etc., was usually listed in the relevant professional directory, or perhaps was known to some member of the University faculty in that field. Also, the vital statistics file at the State Capitol was searched for death certificates on any of the individuals or their parents who were still missing and this turned up a few names.

After all sources were exhausted, 21 names were left. At this point, a commercial locating agency, the Retail Credit Association, was contacted and asked to help. Their efficiency was chilling. Within two weeks (after we had spent six months), they supplied the current addresses of 16 of the 21 people, at an average cost of $18 per person. In discussions with them it became clear that their success was due to having historical information unavailable to most people, for example, a complete set of old Minneapolis phone books. In one case, they had followed a woman through the years by checking successive phone books until 1956 when she disappeared from the telephone book. They then checked wedding records for that year, found the woman had married, and provided her married name and address, an address within a couple of miles of the University.

Another example of an individual who was difficult to locate might be illustrative. For one boy, very little information was available from 25 years ago. After the Retail Credit Association found him, this became understandable. In the 1930's his father was a Military Recruiting Officer assigned to Minneapolis for one year. The boy spent that one year at the University, just long enough to be in the Williamson-Bordin study, then moved on with his parents. Consequently they had no neighborhood friends, he had no high school classmates in this area, and as he had not been involved in campus activities, none of his college classmates remembered him. To add to this, the boy had followed his father in a service career, and,as an adult, had been living the nomadic life demanded of career officers. Finding him was a tribute to the long arm of the Retail Credit Association.

At the end of six months, all but five of the original 768 had been located. Subsequently, in 2 or 3 cases, individuals with the right name turned out to be the wrong person, and in 3 or 4 others, though the individual was located once, he has since been lost. This last group consists mostly of the homeless transient with "No Permanent Address". Thus at a given time, about 98-99 percent of the group were located.

The individuals never located were mostly people without strong family ties. A few of them were listed in University records as orphans and wards of the court. In other cases, the parents were located and they said they had known nothing of their children for the past ten, fifteen or twenty years, and they really didn't care.

Summary of the Locating Methods

This phase required about six months work by the principal investigator, a half-time research assistant, and a half-time secretary. Though each did other work during this time, the major activity was this location task. Though it is difficult to calculate, other costs probably totaled around $1,000 for printing, postage, phone calls, and the Retail Credit Association bill.

From the experience of this project, several recommendations can be made for others with similar problems.

First, the telephone book and the Alumni Association are the best initial sources.

Second, the list sent to the located ones, asking for help in finding the missing ones, was a worthwhile method. Not only did it help find people, but it made them feel involved in the project.

Third, the letter to the old address should have been tried much earlier. An amazing number were delivered at a minimum cost.

Fourth, the high school reunion chairman should have been contacted earlier. It was a fruitful source.

Fifth, the Retail Credit Association or some similar locating agency should have been used earlier.

In general, our recommendation is to get other individuals or offices working on the location problem, rather than trying to accomplish it with a research staff. The Post Office, reunion chairman, the Retail Credit Association, etc., were powerful allies.

Winning Cooperation

Once the individuals were located, the next problem was to persuade them to participate.

The first contact with the group was made through a letter from the University President's office. It was a brief letter, stressing that the University of Minnesota has always been active in studying itself critically, emphasizing the importance of long-term research of this nature, and asking for their cooperation. In the same envelope went a letter from the project investigators, telling them specifically what was wanted, i.e., an interview, a questionnaire, and some tests.

The second contact was the list of the individuals sent to them for their help in locating missing classmates. This gave them some involvement in the study and an unofficial side effect occurred. Through this list, they recognized friends who were also in this study. The topic apparently came up on many occasions, usually with a facilitating effect. One doctor verbalized this explicitly by saying, "All my friends are going to do it, so I suppose I should also".

After this initial contact, time dragged as others were being located. To remind them that we were still interested, a four page mimeographed letter was sent, telling them of progress made, relating some interesting ancedotes about their former classmates (anonymously) and trying to stimulate their curiousity and sense of humor. The stodgy, researchish, academic approach was avoided, and the letter was informal and folksy.

All through these initial stages, the individuals were assured they would receive an extensive report of the results.

The next contact was made with individuals living within a hundred mile radius of the Twin Cities. During the spring, 1962, each of them was invited to a coffee hour on the University campus for the express purpose of taking the Minnesota Scholastic Aptitude Test (MSAT). At these coffee hours, one of the University's administrative personnel, usually a dean, spoke; the investigators reported on current progress; and again an attempt was made to make them feel committed to this project.

It was mainly a social time for them; coffee and doughnuts were served and they had a chance to talk to former classmates. Four coffee hours were held, netting a total of 125 MSATs and virtually assuring the participation of those individuals in the remaining phases of the study.

The same approach was used in Los Angeles, the other large concentration of former University students. Several coffee hours were held, and, for those people willing to come to the UCLA campus, personal interviews were conducted at this time. Again, this proved helpful in winning the cooperation of the individuals involved.

The next contact was through the questionnaire, mailed in June, '62. The completed ones began coming in immediately, then the usual slump set in.

During the summer months a follow-up letter was mailed out, again attempting to stimulate their curiousity by presenting a few tables based on the early returns. This touched off another wave of questionnaires, and they dribbled in throughout the remaining summer and fall months.

During the summer, each of these individuals was being contacted by an interviewer. Most of them were quite cooperative but, of course, there were a few reluctant ones, usually the same people who had not yet returned the questionnaire. But while many people can ignore a questionnaire for weeks or even months, it is much harder to ignore a persistent interviewer. We stressed to our interviewers that we wanted a very high percentage follow-up and asked them to be very persistent.

The interviewers in the Twin Cities area were graduate students from the University employed for this project as research assistants. For interviewers outside of Minnesota, resident psychologists were contacted and asked to do the

2

interviewing or to recommend someone--usually a graduate student--who could do this. The interviewers were paid $10 plus travel for each interview.

Interviewers were located for each individual, even those scattered throughout the world. A University staff member on leave in the Far East was able to do one in Hong Kong, a graduate student touring Europe picked up two in London, two in Paris, and one in Madrid. For a few foreign countries where no contact was readily available, correspondence directly with the American ambassador was successful in locating qualified people to do the interviewing. For one individual living far back in the Alaskan brush, it was impossible to find an interviewer. He was simply sent the interview booklet and asked to write in his own replies.

With a few exceptions, experiences with the interviewers were very good. The one change that might be recommended would be a higher fee for the interviewers. Ten dollars was barely adequate for arranging, traveling to, conducting, and reporting of a two hour interview.

At the end of the interview schedule was a question, "Have you returned the questionnaire yet?" This proved to be a very powerful follow-up technique. The progress of the interviews in various cities could almost be charted by the number of questionnaires received.

During the school year, 1962-63, numerous attempts were made to follow up the non-respondents, whenever possible using the personal approach. Dozens of personal letters were sent; Dean E. G. Williamson wrote each person; long-distance telephone calls and telegrams were used when appropriate.

Some unexpected help came from a newspaper story published in the Minneapolis Sunday Star Tribune. It was a lengthy feature story on the study, and was useful in persuading some of the holdouts that the study had merit.

Totally the data collection phase stretched over a 12 month period, and achieved the results reported earlier in Table 14.

The Non-Respondents

Some comment might be made about those people who refused to participate in this study. These non-respondents were compared with the respondents on a substantial number of variables, using data from the earlier Williamson-Bordin study. The most significant finding was that there were no major differences. On aptitude and achievement measures, the non-respondents averaged slightly lower than the others, but the differences were small.

There were bigger differences between the respondents and the one percent unlocated and the four percent deceased.

The next table presents the ability and achievement data for the group that took the MSAT and the three sub-groups that did not. The most deviant group was the deceased, a selection bias that was out of the hands of the investigator.

Table 15

MSAT Takers versus Non-Takers

Groups	N	HSR	Percentile	CAT	Percentile	G. P. A.*	
		M	S.D.	M	S.D.	M	S.D.
MSAT Takers	634	74	22.3	63	24.9	2.17	.74
Refusals	97	72	24.1	58	26.0	2.12	.68
Unlocated	7	57	19.4	74	25.5	1.87	.67
Deceased	30	56	29.0	60	26.9	1.79	.79

* -- Based on undergraduate record (A = 4.0)

The many other comparisons made between the respondents and non-respondents showed even smaller differences. Because of that, and because the non-respondents were only a small portion of the total sample, the results are not reported here.

In a later section on "Contribution to Society" is a description of a rating made on all living and located subjects in this study. For the non-respondents, the rating was based on a credit rating secured from a commercial credit agency. The results of that rating also indicated the non-respondents were slightly less successful than the remaining group but, again, the difference was small and there was much overlapping. Some very successful individuals chose not to participate while some abject failures were included in the respondent group. The most reasonable conclusion is that, while the non-respondents were certainly not a random sample, they were not grossly atypical.

Summary

This chapter has reported on the methods used to conduct this study.

Several recommendations were made which might prove helpful to other investigators planning similar long-term followups.

This chapter also reported the percent located from the original study (99 percent) and the percent of these cooperating in the current study (about 90 percent). Data were presented to show that the non-respondents were slightly less able and slightly less successful than the respondents though the difference was very small.

Chapter 5

HAPPINESS AND SATISFACTION

One presumed outcome of counseling is to help students find careers where they will be happy and satisfied. More generally, counseling should help the student make full use of his resources, leading to more success and, again presumably, more satisfaction in all areas of life. To determine if this occurred, it was necessary to find some way to measure these individuals on variables dealing with satisfaction and achievement. This chapter reports the attempt to assess the happiness and satisfaction of the counseled students as opposed to that of the non-counseled ones. The following chapter will report on achievement.

Of course, any discussion about happiness, particularly its measurement, is fraught with philosophical perils. Is happiness an objective state of the environment or a subjective state of mind? Is it a unitary dimension or is it a composite of several other factors, such as marital happiness, job satisfaction, and healthy self-esteem? Or is it perhaps a personality trait, such as aggressiveness, for example, so there may be individuals who are happy no matter what the circumstances and others who are continually gloomy? A more basic question for counseling perhaps is: Should people be completely happy and satisfied, or would this foster too much apathy and acceptance of the status quo?

For the most part this research has not come to grips with these questions. Instead, it has proceeded under three main assumptions. First, it's good for people to be happy--particularly to like their jobs. Second, people understand what is meant by the question, "Are you happy?" Third, their answers to such questions reflect fairly accurately their true feelings.

After making these assumptions, we have simply asked questions about happiness and satisfaction in a variety of ways, then have compared the groups on their answers.

Several measures of satisfaction were attempted:

1. Job satisfaction
2. Occupational satisfaction
3. Marital satisfaction
4. Satisfaction with social life
5. General satisfaction
6. Satisfaction with self

Many of these were crude measures, sometimes just one question on the interview. The first two, job and occupational satisfaction, were more crucial to the study, and more elaborate scales were used. If counseling does indeed help students find areas that they are best fitted for, this should show up first in the man's satisfaction with his occupation. Presumably this will spill over into other areas of his life, for if he is happy in his job, he will be happier in other aspects such as marriage, social life, and general overall feelings.

Job Satisfaction

The measure of job satisfaction used was the Hoppock Job Satisfaction scale. Because we were more interested in the individual's satisfaction with his occupation rather than his specific job, a modification of the Job Satisfaction scale was developed to use in measuring Occupational Satisfaction. The changes were slight, essentially substituting the word, "Occupation" for "Job" in the items, and rewriting the directions to give two separate sets for answering the items, the first being "now think about your specific job" and the second, "now forget about your job and think about your overall occupation". A pilot study by White (1962), demonstrated that groups satisfied with their occupation but not their job could be separated

from groups satisfied with both and satisfied with neither, by using the appropriate comparisons.

For the current study, the results from both scales and the composite are shown in the next table for both the counseled and non-counseled group.

Table 16

Counseled vs Non-Counseled on Occupation and Job Satisfaction Scales

		Occupational Satisfaction		Job Satisfaction		Total Satisfaction	
	N	M	S.D.	M	S.D.	M	S.D.
Men							
Counseled	106	30.7	5.8	29.3	6.3	60.0	11.5
Control	165	31.3	6.6	30.2	7.2	61.1	13.1
		n.s.		n.s.		n.s.	
Women*							
Counseled	89	27.7	7.7	25.9	8.0	53.5	15.0
Control	105	29.3	6.2	28.8	6.4	58.3	11.3
		n.s.		$p<.01$		$p<.02$	

*** Included results of 1) current job**
2) if unemployed, past job

Among the males, the evidence indicates neither group was higher on these measures. This finding can partially be explained by the reassuring note that hardly any of them disliked their jobs. The following table shows the distribution of answers to one question from the Job Satisfaction scale: "How do you like your job?" Only a few report even indifference, and almost none report extreme distaste. By age 45, apparently most people have found an occupation they are happy in, with or without counseling.

Table 17

Answers to "How do you like your job?" for Counseled and Non-Counseled Groups

	Men		Women		Total	
	Counseled Percent	Non-Counseled Percent	Counseled Percent	Non-Counseled Percent	Counseled Percent	Non-Counseled Percent
I hate it	0	1	0	0	0	1
I dislike it	2	0	6	0	3	0
I don't like it	6	5	7	1	7	4
I am indifferent to it	3	2	6	4	4	3
I like it	42	47	41	50	42	48
I am enthusiastic about it	38	36	36	37	38	36
I couldn't be more satisfied	9	10	4	6	7	8
N =	173	124	107	69	280	193

But among the women, the non-counseled group was significantly higher on two of the three satisfaction measures reported in Table 16, and on the composite scale, the difference was roughly one-third standard deviation, a difference large enough to be practically meaningful. The conclusion must be that counseled women were less satisfied vocationally.

Possibly this was because the counseled women were more career oriented and less satisfied with the domestic role. Comparing the two groups on the scales of the SVIB showed that the counseled women were significantly higher on the following scales:

Psychologist	(.01 level)
Social Worker	(.10)
Lawyer	(.10)
Social Science Teacher	(.10)
YWCA Secretary	(.10)
Physical Education Teacher	(.10)

and significantly lower than the non-counseled women on these scales:

Musician-Teacher	(.01)
M-F	(.05)
Musician-Performer	(.05)
Buyer	(.05)
Housewife	(.10)
Elementary Teacher	(.10)
Office Worker	(.10)
Steno-Secretary	(.10)
Business Education Teacher	(.10)

Thus there was a tendency for the counseled women to be less domestic and more intellectual in their interests than the non-counseled. The cluster of scales usually interpreted as "pre-marital" (Housewife, Elementary Teacher, Office Worker, and Steno-Secretary) favored the non-counseled while the intellectual-verbal scales (Psychologist, Lawyer, Social Worker) favored the non-counseled. The same small trend was apparent in the positions actually held as 34 percent of the non-counseled women had been homemakers exclusively since leaving college compared with 27 percent of the counseled.

Thus it may be that the women employed outside the home are mildly less satisfied with their jobs and because more of them were counseled, this could explain the difference on the satisfaction scales. (Unfortunately, this assertion could not be tested directly as we neglected to ask the women which job they had in mind when they were filling in the questionnaire. Some of them apparently answered in regard to their last job outside the home, while others answered in regard to their current homemaker position.)

Because there were no differences found in favor of the counseled group in the vocational realm, it may not be reasonable to expect them to rate higher than the non-counseled group in other areas of satisfaction. Most counseling, certainly that done at Minnesota in the 1930's, directs its attention to the vocational aspect of the student's choices, and if no difference can be detected in these outcomes, there is little chance that measures of marital satisfaction, social satisfaction, or general satisfaction will show any results either.

Consequently, it should be no surprise that the groups were virtually identical on these measures also. Again, the reason may be that most of these people were happy and content with their situations.

Marital Satisfaction

Two gross measures of marital satisfaction were used. The first was the individual's self-report elicited during the interview. The interviewer asked the subject to describe some of the good things about his marriage, then some of the bad things, then asked him to rate his marriage in terms of general satisfaction. The specific question asked and the percent responding to each category are reported in the next table.

Also reported in that table are the ratings made by the interviewer of the person's marital satisfaction. This rating, made after the interview was completed, was based on the interviewer's total impression of the person's marriage.

Clearly, there was no difference between the counseled and non-counseled students on this variable.

The only trend appearing in the data is that, though the scales are not completely comparable, the individual's rating of his marriage was higher on the average than the interviewer's rating of that same marriage.

Table 18

Self Ratings and Interviewer Ratings of Marital Satisfaction

"Taking all things together, how would you describe your marriage, as very satisfying, about average, or not as satisfying as it should have been?"*

Self-Rating (in Percentages)

	Men		Women		Total	
	Counseled	Non Counseled	Counseled	Non-Counseled	Counseled	Non-Counseled
Very satisfying	71	73	67	69	68	70
Fairly satisfying	10	12	8	8	9	10
Average	11	14	17	13	14	13
Fairly dis-satisfying	4	0	2	3	3	1
Very dis-satisfying	3	2	6	9	5	5
N =	178	130	174	118	352	248

Interviewer Rating (in Percentages)

	Men Counseled	Men Non Counseled	Women Counseled	Women Non-Counseled	Total Counseled	Total Non-Counseled
Happy	43	42	41	38	42	40
Pleased	27	26	28	29	27	28
Satisfied	19	21	19	17	19	19
Resigned	7	9	5	9	6	9
Unhappy	4	2	7	7	6	5
N =	177	127	166	113	343	240

* Though the individual was only given three categories, the interviewers were asked to assign the answer to one of the five categories listed.

Satisfaction with Social Life

In the interview the question was asked, "Do you have as many social contacts as you would like, or would you rather have more or less?" The results showed:

Table 19

Satisfaction with Social Life

	Men		Women		
	Counseled Percent	Non-Counseled Percent	Counseled Percent	Non-Counseled Percent	Total Percent
Would like more contacts	31	30	34	21	30
Have enough	60	66	58	68	61
Would like fewer	8	4	9	11	8
N =	191	135	197	131	654

The trend appeared very similar to that found on the Occupational Satisfaction measures. There were no differences between the men, but the counseled women appeared less happy with their social life though, again, the majority of both sexes were comfortable with the way things are currently.

The next question was, "If you could, in what ways would you change your social life?" The answers to that question, categorized in the next table, give some indication of the types of social unhappiness felt by these people.

The major change these people would want is more social contact with others, and the counseled group mentioned it significantly more often than the non-counseled. Further, the non-counseled mentioned "None" significantly more often than the counseled. Though the differences are small, only 7-8 points, they consistently indicate the counseled individuals were less happy with their situations. This trend, always small, will be frequently repeated in the following pages.

Table 20

Desired Changes in Social Life

	Men		Women		Total	
	Counseled	Non-Counseled	Counseled	Non-Counseled	Counseled	Non-Counseled
None	38	49	27	32	33	40
Fewer Required business contacts	9	7	8	7	9	7
Have more friends, entertain more	27	21	38	29	33	25
Have more intimate friends	4	2	4	5	4	4
Attend more formal & cultural events	9	10	6	12	7	11
More time with family	3	1	5	4	4	3
Fewer social contacts	1	2	2	1	2	2
Have more money	1	1	2	3	2	2
More travel and outdoor activities	4	2	2	3	3	2
Other	3	5	5	5	4	5
N =	213	145	226	151	439	296

General Satisfaction and Adjustment

Several different indexes of general satisfaction were tried. First, each individual was asked to compare himself with others in terms of his satisfaction with life. Second, each person was asked to judge his own happiness and satisfaction against a more absolute measure. Third, each person was rated by the interviewer on a general adjustment scale.

For the first method the person was asked, "When you left the University life, would you say you were as satisfied with the way things were going for you as the average college student, or were you more or less satisfied?"

The same question, appropriately modified, was asked of their current satisfaction, and also for what they predicted 5 to 10 years from now. There were no differences between the counseled and non-counseled groups. The data were interesting, however, as they did show differences over the various time periods. As Table 21 shows, there was a strong trend for people to feel more satisfied now than they remembered being 20 years ago.

Table 21

Satisfaction Compared with Others (Percentages)

	Immediately after leaving University	Now	5-10 years from now
More satisfied than others	23	54	56
Same	44	38	39
Less Satisfied	33	7	5
N =	654	649	633

There was one mild difference between sexes that doesn't show in this table. More of the men than women (62 vs 47 percent) felt their life 5 to 10 years in the future would be better. From comments made in the interviews, this seems partially due to feminine uncertainty about what they would do with themselves after their children were grown. Many of the women could see that 5 to 10 years later, all of their children would have left the home, and this may have caused them some concern about what their life would be like then.

One other substantial difference appeared in the tabulations. Substantially more non-graduates than graduates (53 to 22 percent) reported themselves less satisfied than the average student when they left the University. That was not surprising; graduates should feel more satisfaction. What was more surprising was the lack of any current difference between these two groups. Non-graduates today reported as much satisfaction as graduates, and were even slightly more optimistic about the future as 58 percent to 52 percent respectively expected life to be better in the future.

The second method of assessing the individual's overall satisfaction used a method suggested by Kilpatrick and Cantril (1960). It requires the individual to judge his situation against what he feels is an ideal situation. This method recognizes that a person's happiness is dependent on what he expects from life, and asks him to decide just how far he is from what he considers to be the best possible situation.

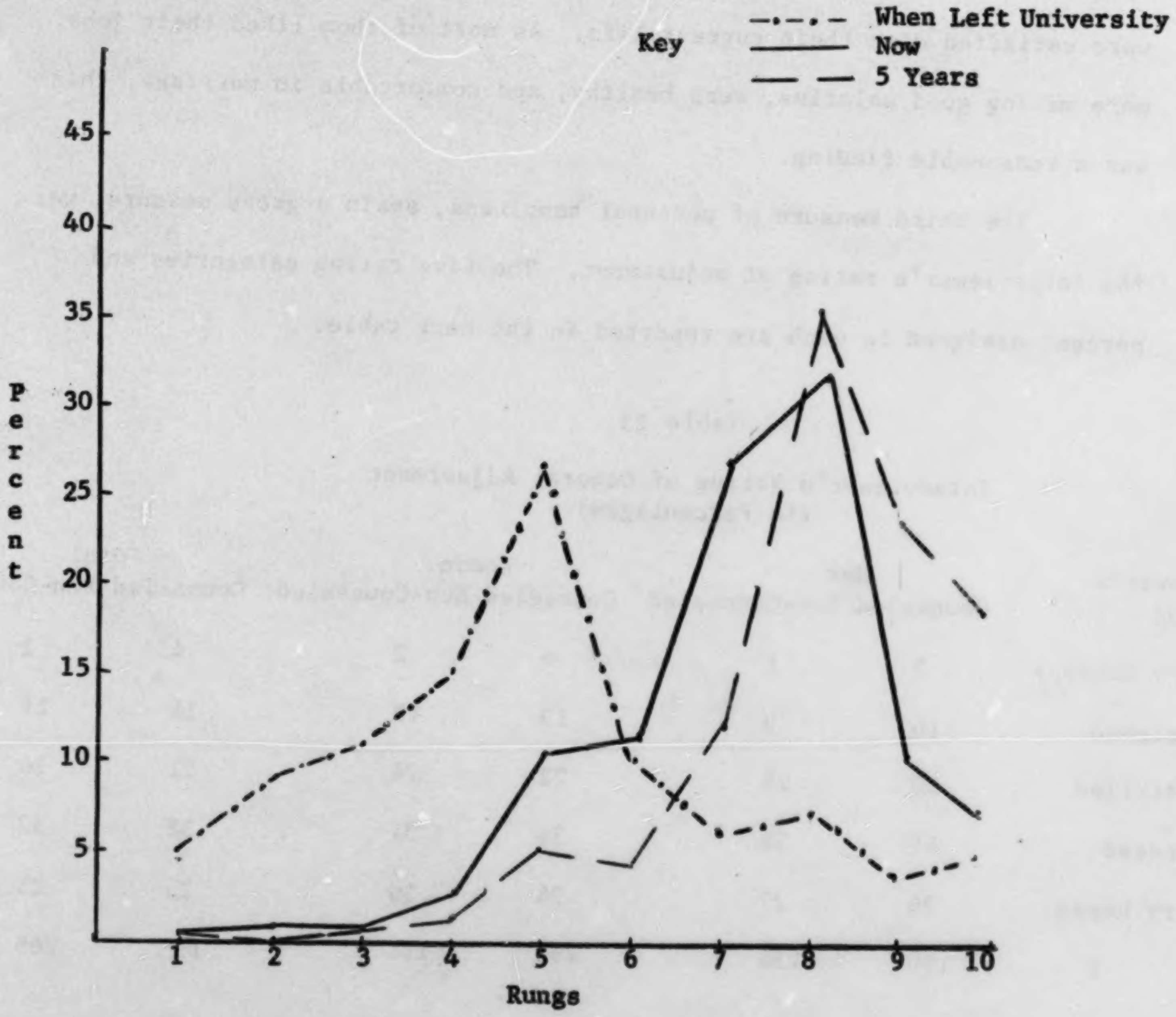
The question asked was "Imagine a ladder with 10 rungs. The top rung, no. 10, represents the ideal life and the bottom rung, no. 1, represents the worst possible life. On what rung do you think you are?" The question was asked for three periods in their life: first, when they left the University; second, now; and third, five years from now.

Again, there was essentially no difference between the answers of the counseled or the non-counseled groups, or between sexes, but there were great differences over the various time periods. The following graph shows three distributions, labeled according to the time periods they represent.

Table 22

Distribution of Self-Reports on "Ladder of Success" Scale

N = 640



The dominant theme demonstrated by this chart was the high level of satisfaction indicated by most people. About 7 percent of them put themselves on rung 10; 50 percent on rung 8 or above; and 75 percent on rung 7 or above. At least on this criterion, the large majority of people were satisfied with their current life. As most of them liked their jobs, were making good salaries, were healthy, and comfortable in marriage, this was a reasonable finding.

The third measure of personal happiness, again a gross measure, was the interviewer's rating of adjustment. The five rating categories and percent assigned to each are reported in the next table.

Table 23

Interviewer's Rating of General Adjustment
(in Percentages)

Interviewer's Rating	Men		Women		Total	
	Counseled	Non-Counseled	Counseled	Non-Counseled	Counseled	Non-Counseled
Very Unhappy	3	1	6	2	4	2
Resigned	10	9	13	13	11	11
Satisfied	20	28	22	24	21	26
Pleased	41	35	34	31	38	33
Very Happy	26	27	24	30	25	28
N =	190	134	197	131	387	265

Hardly any trend can be teased out of this table except that the large majority of both groups were, in the eyes of the interviewers, satisfied with their situation.

The Individual's Satisfaction with Himself

The individual's satisfaction with himself was tapped in a question that read, "Many people would like their children to be different from themselves. How would you like your son/daughter to be different from you?"

The answers are arranged in the next table so that those mentioned more often by the counseled people are in the top of the table. They mentioned more ways they would like their children to be different and there was a clear theme running through the comments. The counseled parents want their children to have more self-confidence, be more mature, less anxious, and not as shy. The non-counseled want their children to have a better education, a happier childhood, more intelligence and a different occupation. The two groups chose different, though overlapping, frameworks to describe their weaknesses. The counseled students were more introspective, more apt to locate the source of inadequacies in themselves while the non-counseled group cited outside influences.

This table suggests a theme that will be developed in greater detail in the next several paragraphs. It is that these counseled adults, like the current college students seeking counseling, were more anxious and tense than the non-counseled group. Not only was this reflected in the following table but other data supported this general idea.

For example, to the question, "Are you a worrier?", 61 percent of the non-counseled versus 48 percent of the counseled said, "no", a substantial and significant difference.

Further, this theme was apparent in the answers given to a medical check-list included in the questionnaire. The main purpose of this check-list

Table 24

Percent Responses to the Question: "How would you like your child to be different from you?"

	Counseled	Non-Counseled	Difference
Have more self-confidence	9	4	5
Be more mature -- more of a goal in mind	8	3	5
Be less anxious -- not take things so seriously	8	5	3
Be more adequate in interpersonal relations -- less shy	27	24	3
Some physical change -- taller, prettier, etc.	8	7	1
Be less of an extrovert	2	1	1
Have more money or security	3	2	1
Just be better in every way	4	3	1
Be less compulsive	1	0	1
Be the same as I am	27	27	0
Have more outside interests	3	3	0
Be more compulsive	2	2	0
Have a different occupation	2	3	-1
Be more aggressive -- have more drive	11	13	-2
Be brighter -- have more intelligence	5	7	-2
Have a happier childhood	3	5	-2
Have better education	6	10	-4

was to insert items usually associated with emotional discomfort, such as "Ulcers" or "Nervousness". The list and percentage replying affirmatively to each category are listed in the next table. Those items reported more often by the counseled are listed first, the items reported equally by each group are listed next--there were no items reported more often by the non-counseled group.

Table 25

Health Problems Reported By Counseled and Non-Counseled Students

	Counseled Percent	Non-Counseled Percent
Reported more often by counseled		
"Other"	12	8
Asthma or Hay Fever	10	5
Nervousness	5	3
Ulcers	5	2
High Blood Pressure	4	3
No difference between groups		
Physical Disability	10	10
Heart Trouble	2	2
Emotional Disorder	1	1
Cancer	1	1
Diabetes	1	1
None	59	72

All of the ailments reported more often by the counseled, with the possible exception of "Other", are commonly supposed to be more psychosomatic in nature than most of those reported equally by both groups. The counseled individuals seem to worry more.

This theme of introspective anxiety ran through another set of questions, those concerning sources of help for personal problems. The next section reports the answers to a series of questions on that point.

Seeking Professional Help as Adults

Do counseled students, as adults, utilize professional sources for solving personal problems more often than non-counseled students? If so, is this because they have more personal problems or is it because they more often appreciate the value of these services?

The answer to the first question, based on data from this study was, "Yes, counseled students did use professional services more often". And they utilized different types of professional people and reported different types of problems than did the non-counseled. Relevant information on these points was collected in both the questionnaire and the interview and is reported in the next few pages.

The second question posed was more difficult to answer and while the following discussion reports some pertinent information, the question remained unanswered.

In the questionnaire was the question, "Have you ever gone to a psychiatrist or a psychologist?" Twice as many of the counseled students as non-counseled students said "yes", 20 to 10 percent. In the later interview the same question was asked in a slightly different manner, and the analogous percentages were 19 to 10 percent. (There was not complete overlap between the two samples.)

In the interview a series of questions was asked on this point. They are listed in the next table with the responses given by both groups.

There are some intriguing differences in these answers. Not only do more of the non-counseled students say they have never sought help (78 to 66 percent) but substantially more of them say that they cannot visualize a personal problem so bad they ever would (57 to 47 percent).

And a similar theme runs through the second half of the table where the reasons for seeking help are reported. The counseled students more often reported the problem was their own emotional one (39 to 21 percent) while, without exception, the differences in favor of the non-counseled students were those where the problem was attributed to someone else, i.e., child, or spouse, or marriage. The non-counseled students simply did not report as many personal problems.

Table 26

Sources of Professional Help

"Have you ever gone to a professional person for advice and help with any personal problem?"

	Counseled		Non-Counseled	
	N	Percent	N	Percent
"NO"	255	66	204	78
If "NO" "Do you think you would ever have a personal problem that got so bad you might want to go someplace for help, or do you think you would always handle things like that by yourself?"				
"Seek Help"		48		37
"Handle by Self"		47		57
No Response		6		5
"YES"	132	34	61	22
If "YES" "What was the reason for seeking help?"				
More often given by counseled				
My own emotional problem		39		21
Given about equally				
Emotional or scholastic problem with child		24		25
Emotional problem of spouse		5		5
Alcoholism of myself or spouse		2		2
Other		11		12
More often given by non-counseled				
Emotional problem of other family members		2		4
My own physical problem		2		5
Physical problem with child		3		7
Religious problem		2		7
Marriage problem		15		26

Was this because they had fewer, or was it because they refused to recognize them?

It was impossible to establish a clear answer to that question from the available information, but it seemed likely that both explanations had some relevance. While there were only the mildest of differences reported on the satisfaction measures, they were in favor of the non-counseled group. And earlier it was shown the students who seek counseling are slightly more uncomfortable than those who don't. Perhaps this difference is being manifested once again.

But the alternative explanation--that counseled students might be more willing to recognize the existence of a problem--also seems very likely as there was a consistent theme running throughout these answers, i.e., the non-counseled students seemed less willing to verbalize the existence of, or the eventual possibility of, a serious personal problem. Even in the sources of help they reported, the non-counseled students were less likely to accept the possibility of an emotional problem. In the next table those reported sources are listed, separated into two clusters, according to whether the counseled or non-counseled group reported the more contact.

Table 27

Reported Source of Professional Help
by Counseled and Non-Counseled Students

	Counseled Percent	Non-Counseled Percent
Sought more often by counseled		
Psychiatrist	38	30
Psychologist	19	13
Marriage Counselor	15	10
Child Guidance Clinic	6	2
Sought more often by non-counseled		
Minister	17	28
Doctor	12	26
Social Worker	5	8
Lawyer	5	7
Friend	1	2
Other	3	10
	**	**
N =	130	61

** Percentages add to more than 100 because of multiple answers

The two clusters are distinct and meaningful. The first--those used by the counseled people--are more highly trained to deal with problems of emotional distress and are probably viewed by the general public as almost exclusively involved with those types of problems. The second--those used by the non-counseled--contains a different kind of professional person. They are neither by training or personal inclination (usually) equipped to handle personal emotional problems, and there are more socially acceptable reasons for consulting with these men than with those in the first cluster.

Again, the question, do non-counseled students have fewer personal problems now, or do they simply refuse to recognize them? The second alternative seems the more reasonable choice. The former non-counseled students haven't sought help as often, and less often say they will in the future, no matter what. When they have sought help, they more often reported that they did it for someone else, and they shyed away from sources of professional help usually associated with emotional problems.

It appears that the counseled students were more willing to deal openly with these types of problems.

Can an hour or two in a counselor's office twenty-five years ago really have created this difference?

Summary

Results presented in the chapter indicate that there were only small differences between the counseled and non-counseled groups on the measures of satisfaction, but where those differences did appear, they consistently showed the counseled individuals to be slightly more discontented with life.

Evidence from a variety of measures indicated the counseled individuals were more anxious in an introspective sort of way. They worried more, they admitted to more emotional problems, they more often have sought professional help, they say they want their children to have more self-confidence than they themselves had, they voiced more psychosomatic complaints, and they scored lower on an Occupational Satisfaction Scale.

It is not clear whether these differences were created by the counseling received. Earlier it was shown that students seeking counseling report more personal discomfort than those who don't and this behavior may be persisting into adulthood. Whatever its source, this discovery of a thread of discontentment running through the counseled group is a fascinating one worthy of further study.

Chapter 6

ACHIEVEMENT

Do counseled students ultimately achieve any more than non-counseled students? This chapter explores the general area of success and achievement, using three different types of measures: first, academic success; second, objective listings of publications, patents, elected offices, income, etc.; and third, a subjective rating of achievement.

Academic Achievement

This section is concerned with the accomplishments of the students, such as graduation rates, grade point average (GPA), and campus participation, while they were at the University of Minnesota.

Academic Aptitude

Before discussing these figures, it is necessary to compare the groups on two measures that are known to be related to academic achievement, high school rank (HSR) and college aptitude test score. In the original Williamson-Bordin study, the groups were matched on these variables, and this matching has been maintained in some of the comparisons in this report. But in other comparisons, the total counseled group has been compared with the total non-counseled group, and as some of the original non-counseled individuals later came in for counseling, they have been moved into the counseled group, disturbing the original matching.

To indicate the effect of the disturbance, the means and standard deviations for the groups, separated by sex, are reported in the next table.

None of the differences were statistically significant, and all of them were small. Thus, these variables can be ignored in the subsequent discussions.

Table 28

Comparison Between Counseled and Non-Counseled Students on Academic Aptitude Measures

	Males				Females			
	Counseled		Non-Counseled		Counseled		Non-Counseled	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
HSR	67	24	69	24	79	20	79	19
CAT Percentile	64	26	62	25	63	25	61	25
N =	238		159		214		155	

Grade Point Average

As reported earlier in the Williamson-Bordin study, the average first quarter GPA for the counseled students was 2.18, and for the non-counseled students 1.97. The final overall grade point was 2.20 for the counseled and 2.06 for the non-counseled. Both of these differences were statistically significant ($p<.01$), and both of them were large enough to have some practical import. If counseling did nothing more than raise the students' GPA by two-tenths of a point (about a third of a standard deviation) it would be worthwhile.

Degrees Earned

Next, using information from the official transcript, the two groups were compared on number of degrees earned. That information is in the next table.

These data illustrate a healthy difference between the two groups in graduation frequency. Fifty-nine percent of the counseled group received some four year degree compared to forty-eight percent of the non-counseled group. This difference was statistically significant and has obvious practical significance. Any student personnel program that can increase the graduation rate by one-fourth (the rise from 48 to 59 percent) is clearly of value to the overall educational mission of the University.

Table 29

Highest Degree Earned at U. of M.
By Counseled and Non-Counseled Students

	Counseled Group N	Counseled Group Percent	Non-Counseled Group N	Non-Counseled Group Percent	Total N	Total Percent
None	186	41	164	52	350	46
A.L.A.(2 year degree)	9	2	2	1	11	1
B.A.	197	44	111	35	308	40
M.A.	26	6	8	2	34	4
D.D.S.	4	1	4	1	8	1
L.L.B.	10	2	8	2	18	2
M.D.	12	3	16	5	28	4
Ph.D.	9	2	1	-	10	1
Number of Individuals with B.A. or higher	266	59	148	48	414	54
Total N	453		314		767*	

* Transcript unavailable for one individual

It is possible that this difference might disappear if the two groups were compared using ALL of their degrees earned, whether at Minnesota or elsewhere. Perhaps counseling simply kept students in school at Minnesota while the non-counseled students moved to other institutions. Using the data reported by the individuals in the questionnaires, that possibility was tested.

Among the non-graduate group, 13 percent of the counseled versus 9 percent of the non-counseled earned B.A.s elsewhere, and among the total group, graduate degrees were earned elsewhere by 8 percent of the counseled versus 4 percent of the non-counseled. Thus, even at institutions other than Minnesota, counseled students graduated more frequently.

A second group was studied in much the same manner and provided a replication of Table 29. This was the random sample discussed earlier, selected with the same composition of sex and year of entry as the Williamson-Bordin sample. The degrees earned by the counseled and non-counseled students in that sample are shown in the next table.

Table 30

Degrees earned at Minnesota by Random Sample of 1933-1936 Freshmen
Separated into Counseled and Non-Counseled Groups

	Counseled		Non-Counseled		Total	
	Number	Percent	Number	Percent	Number	Percent
No Degree	155	50	304	63	459	58
A.L.A.	13	4	8	2	21	3
B.A.	115	37	127	26	242	31
M.A.	12	4	13	3	25	3
D.D.S.	3	1	5	1	8	1
L.L.B.	2	1	5	1	7	1
M.D.	4	1	16	3	20	2
Ph.D.	4	1	4	1	8	1

This table shows the same difference in favor of the counseled group. The percentage earning "No Degree" was higher in this sample because in the Williamson-Bordin sample, the counseled students were drawn from those who stayed in school at least one quarter, and the control students were drawn from those who stayed at least one year, a selection bias which would slightly increase the graduation rate. (This bias, incidentally, would favor the non-counseled group.)

Taken together, these two samples demonstrate conclusively that a greater percentage, roughly 12 percent, of counseled students graduated than non-counseled students. Or, as stated in a more flamboyant manner, the graduation rate among counseled students was one-fourth higher than among non-counseled students.

Counseling and Graduate Degrees

One further trend should be noted in these figures. The differences between the two groups were most prominent among the B.A., M.A., and Ph.D. categories, the academic degrees, as opposed to the professional degrees of D.D.S., L.L.B., and M.D. This very likely was because students planning professional careers as dentists, lawyers, and doctors were less apt to need vocational counseling. These are familiar occupations, and frequently the decision to enter one of them was made relatively early, many times as a result of a strong family tradition.

On the other hand, occupations requiring an M.A. or Ph.D. are not as familiar and students contemplating them might have sought out special advice. Or perhaps the initial idea of such a profession was planted by the counselor. Especially with a bright student, a counselor might first suggest the possibility of graduate school.

That this latter possibility might have happened is demonstrated in the next two tables which show the averages on several aptitude measures of the various degree earners, separated into counseled and non-counseled groups.

Although the numbers were usually too small for the differences to be significant, with one exception, HSR among the M.A. winners, the counseled students earning M.A.s and Ph.D.s scored higher on all measures than the non-counseled. One of two explanations, (or both) is possible: either counselors encourage bright people to continue their education beyond the B.A. or they discourage mediocre ones from attempting anything further. One does not have to be around a University counseling bureau long to see both situations.

Table 31

Aptitude Measures for Degree Earners in Counseled and Non-Counseled Groups
Williamson-Bordin Sample

	Percentile College Aptitude Test				Percentile High School Rank				Undergraduate GPA			
	Counseled		Non-Counseled		Counseled		Non-Counseled		Counseled		Non-Counseled	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
None	155	59	139	57	154	61	139	67	155	1.7	139	1.6
B.A.	198	63	126	66	198	78	126	79	198	2.4	126	2.4
D.D.S.	4	42	4	32	4	65	4	68	4	2.3	4	2.5
L.L.B.	18	75	10	57	18	82	10	77	18	2.5	10	2.6
M.A.	41	69	12	64	41	77	12	83	41	2.6	12	2.4
M.D.	14	70	18	72	14	82	18	82	14	2.7	18	2.7
Ph.D.	23	79	5	66	23	78	5	63	23	2.9	5	2.8
Random Sample of 1933-36 Freshmen												
None	151	53	293	55	145	64	275	61				
B.A.	115	64	123	60	109	77	114	77				
D.D.S.	3	31	5	47	3	43	3	78				
L.L.B.	2	64	5	90	2	66	5	84				
M.A.	12	62	12	56	12	89	12	85				
M.D.	4	94	16	70	4	89	16	85				
Ph.D.	4	79	4	66	4	94	4	61				

This possibility that counselors may have considerable influence on the student's plans for graduate school is an intriguing one, and further relevant data were collected. If counselors do guide individuals into graduate work, this should show up in the percentage of counseled students earning different degrees. For example, a higher percentage of Ph.D.s should have been counseled than B.A.s .

To test this hypothesis, a random sample of 30 students was drawn from the graduation lists of each of the major undergraduate colleges at Minnesota for the even-numbered years from 1952 to 1960. For a sample of Ph.D.s, all individuals who earned that degree at Minnesota from 1952 to 1961, and who also were undergraduates at Minnesota, were used. The percent counseled in each group is presented in the next table.

Table 32

Percent of Ph.D.s and B.A.s Who Have Been Counseled

	Science, Literature and Arts		Education		Institute of Technology		Agriculture		Total	
	N	Percent Counseled	N	Percent Counseled	N	Percent Counseled	N	Percent Counseled	N	Percent Counseled
B.A.	150	49	150	28	150	31	150	31	600	35
Ph.D.	250	58	87	47	96	40	110	36	543	49

Within all colleges, the counseled percentage among Ph.D. earners was higher than among B.A. earners, usually by a substantial margin. Overall, 49 percent of the Ph.D.s were counseled versus 35 percent of the B.A.s. And the real difference was perhaps even larger as no attempt was made to screen the eventual Ph.D. winners from the B.A. group.

These data support the contention that counseling had some effect on the student's plans for graduate study, but they don't explain how this happened. Earlier it was shown that current high school seniors who are planning to go to graduate school are more apt to seek counseling than the average college student. Why do they come to the counselor, and how can they best be served? These questions need answering.

Graduation and Following the Counselor's Advice

In the earlier study, Williamson and Bordin rated each student, one year after counseling, on how closely the student followed the plans agreed upon by him and the counselor. It was a three point rating, the first point signifying considerable agreement between the counseling plan and the student's subsequent course of action; the second point, some agreement; and the third, no agreement.

The average GPA and the percent graduating in each of those three categories is presented in the next table.

Table 33

Final GPA and Graduation Rate by
Different Levels of Agreement with Counseling Plan

	Agreement								
	Close			Some			None		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
MALE									
Final GPA*	129	2.36	.64	57	1.91	.73	11	1.73	.42
Percent Receiving 4 Year Degree	78			60			36		
FEMALE									
Final GPA*	120	2.48	.68	56	1.88	.69	10	1.74	.76
Percent Receiving 4 Year Degree	76			34			10		

* A = 4.0

The trend is unmistakably clear. Those students who most closely followed the counseling plan succeeded best.

Academic Honors

Counseled students graduated more often so it was not surprising to find that they also won more academic honors than non-counseled students. Again the differences were not great but they inevitably favored the counseled student.

Two sources were used to collect information about honors. The first was the official University transcript which noted if the student had graduated Cum Laude, Magna Cum Laude, or Summa Cum Laude. That information is presented in the next table.

Table 34

Percentage of Counseled and Non-Counseled Students Graduating with Honors

	Counseled	Non-Counseled
Cum Laude	6.0	5.7
Magna Cum Laude	2.9	1.6
Summa Cum Laude	1.1	0

The other source was the individual's questionnaire completed as part of the current study. In it, they were asked to check a list of honors earned in college. The list and the percentage of each group checking each category are presented in the next table.

Counseled students reported more earned honors in every category.

Table 35

Academic Awards and Honors Earned By Counseled and Non-Counseled Students

"Listed below are a number of awards and honors. Which of these did you receive during college?"

	Counseled Percent	Non-Counseled Percent
Dean's List (for high scholarship)	4	3
Phi Beta Kappa	6	2
Other honor society based on academic achievement	16	7
Graduation with honors (Cum, Magna, Summa)*	12	9
Honor society based on leadership	6	4
Other scholatship awarded on the basis of academic ability	4	1
Participation in "honors program" at this school	2	0
Prize or award for scholarship or research work	1	0
Prize or award for literary, musical, or artistic work	1	0
Took one or more graduate-level courses as an undergraduate	10	6
Other award or honor	6	5
None	65	75

*Included honors won at other universities

Campus Participation and Leadership

We also asked them about their participation in campus activities and whether they had held elected offices in those activities. The next two tables give those figures.

Table 36

Percentage of Counseled and Non-Counseled Students Participating in Campus Activities

"In which of the following were you an active participant during college?"

	Counseled	Non-Counseled
Editorial staff of campus publication	9	5
Musical or dramatic group	18	12
Business staff of campus publication or other campus group	4	2
Campus group concerned with national or world issues	9	6
Inter-collegiate (varsity) athletics	8	6
Fraternity, or equivalent	47	38
Special interest group(e.g., Psychology Club, Rover's Club)	16	10
Student Government	10	4
YMCA, other religious groups	33	23
Off-campus organizations	23	24
None	14	26

Table 37

Number of Elected Offices Held in College by Counseled and Non-Counseled Students

Number	Counseled Percent	Non-Counseled Percent
None	80	88
1	9	7
2	6	3
3	4	2
4	0	0
5	1	0

Counseled students were more active in a wide range of student activities including athletics, music, student government, and religious organizations. And, more often than their non-counseled peers, they were leaders in those activities. Not only were the counseled students (slightly) better students but they were (slightly) more involved in campus life in general.

To summarize thus far, it is clear that the counseled students led more fruitful collegiate lives than the non-counseled. They earned better grades, higher honors, more degrees (with the exception of the professional degrees), participated in more campus activities and more often held leadership positions in those activities.

Current Achievements

In this section will be presented the information on the current achievements of the individuals being studied. All of these data were gathered during 1961-62 when these people were roughly 45 years old.

The study of achievement beyond college days creates some problems. Life does not furnish official transcripts and adult activities are not strung out in credit hours with a Phi Beta Kappa key dangling at the end.

Inevitably, any list of criteria selected will have some disadvantages. But these inevitable disadvantages should not prevent all attempts to generate knowledge in this area and, to that end, two approaches were tried.

First, the individuals were asked to list specific honors and awards they had won. Second, all of these data, along with other available information on each person, were used to rate each person on his success in contributing to society. Each of these methods are discussed at more length below.

The first approach attempted to measure achievement by asking the individual to list his honors or awards, such as patents, artistic prizes, invited addresses, publications, etc. Although initially this approach may seem to be objective, it was at best a crude one. It used the individual's self-report and people vary in what they consider to be an honor. Also, some people, because of their situation, have more opportunities to win awards than the average person. For example, a research engineer, even a mediocre one, is likely to have more patents than the average college graduate. But hopefully these situational restrictions were randomly distributed between the counseled and control groups.

Specific Honors and Awards Won

The following table lists the question as it was asked, and the frequency of each group replying positively for each category. This figure is the percentage of each group saying something other than "None".

There was a mild tendency for the counseled individuals to report more intellectual accomplishments while the non-counseled reported more military and business achievements. Probably these trends could be explained by the larger number of M.A. and Ph.D. degrees among the counseled group.

Table 38

Honors, Awards, and Achievements of Counseled and Non-Counseled Students

"Please indicate your achievements or honors you have won in each category"

	Counseled Percent	Non-Counseled Percent
Fiction articles and books published	2	2
Technical articles or books published	15	14
Other non-fiction articles & books published	8	3
Other publications	9	5
Invitational Address (i.e., Wm. James lecture at Harvard)	4	2
Patents	2	0
Awards for Art	0	2
Awards for Music	1	0
Awards for dramatic productions & performances	1	2
Armed Forces decorations awarded on individual basis	8	10
Civic Awards	9	10
Professional or Business Awards	8	11
Athletic Awards	8	5
Has your spouse received anything of the above nature?	16	11

Several other objective questions, which presumably measured achievement, were asked on the questionnaire. These questions were based on the rationale that if a person is successful, he will more often speak publically and more often be elected to offices of one sort or another.

Three questions pertaining to these activities are listed in the next table with the percentage of each group that replied affirmatively.

Table 39

Public Appearances and Elected Offices of Counseled and Non-Counseled Students

Questions Asked	Percentage Replying "Yes" Counseled	Non-Counseled
Have you ever been on T.V.?	25	22
Have you given any speeches in the past 2 years?	47	42
Have you been elected to any offices in the past 2 years?	54	54

Again, there was only the mildest of trends in favor of the counseled group, so mild that the prudent investigator (and reader) should not call further attention to it.

Income as a Measure of Achievement

There are probably few counselors who would agree to having their effectiveness evaluated by the size of the student's income 25 years later. Certainly there are many reasons why it is an imperfect measure for these purposes. The end product of counseling is not to make people wealthy, nor is that the ultimate aim of higher education. Even if earning power were accepted as a legitimate aim of counseling, there are many sources of error that would affect this criterion. Inheritance of money with a subsequent rise in income is one; vast differences between occupations is another. (As we shall see later, the average M.D. makes over twice as much as the average Ph.D.)

But still, it is argued here, in our current society there is a fairly sizeable relationship between income and achievement. The man who is achieving in his occupation is likely to be one of the better paid members of the occupation, whether it is important to him or not. And it is important to most men. Even in the academic world which prides itself on lack of materialism, the professor who is being paid less than someone he considers less competent usually takes whatever steps he can to correct the situation.

Perhaps the best argument for the use of income as a measure of success is that, in an informal way, most people consider it just that.

The use of the husband's income as a measure of the wife's achievements is another matter. This introduces another source of error, probably an over-whelming one. The counselor who would be uneasy about using his client's future income to measure his counseling effectiveness would likely become apoplectic at the use of the client's future husband's income as an index.

However, data for both sexes are presented in the following discussion. While more emphasis should be placed on the comparison between counseled and non-counseled males, the family incomes of the women are also intrinsically interesting.

The income reported is total family income, including spouse's income, rental income, investment income, and so forth. Usually the husband's salary accounted for the largest portion.

For the counseled males, the annual incomes ranged from $1,600 to $150,000 with a median of $14,670. For the non-counseled males, the range was from $4,000 to $70,000 with a median of $13,500. Though recognizing it reveals an undesirable lack of scientific objectivity, this investigator must confess it pains him to report that this $1,200 difference in median income was not statistically significant. Fifty-three percent of the counseled group were above the median, compared with forty-seven percent of the non-counseled. The distributions were virtually identical.

For the counseled females, the family income (mostly the husband's salary) ranged from $1,500 to $200,000 with a median of $13,300. For the non-counseled females, the range was from $4,900 to $100,000 with a median of $13,000. This difference was neither statistically nor practically significant.

For a finer comparison between the counseled and non-counseled students, each group was broken down into the different degree levels, and the median for each group is presented in the following table. Although the two largest categories, those of No Degree and B.A. degree, show differences in favor of the counseled group, the trend was not consistent and none of the differences were statistically significant.

As was suggested earlier, there were wide differences between the degrees, and those are apparent in the table.

Table 40

Income by Degree Levels Within Each Group

MEN

	Counseled		Non-Counseled		Total	
	N	Median	N	Median	N	Median
None	43	14,180	47	11,500	90	11,830
B.A.	74	13,000	41	12,870	115	13,000
M.A.	20	14,000	7	19,000	27	14,600
D.D.S.	3	21,000	3	18,000	6	18,500
L.L.B.	14	17,250	7	23,000	21	17,250
M.D.	10	25,500	16	37,000	26	29,500
Ph.D.	12	13,500	4	17,500	16	14,250

WOMEN

	Counseled		Non-Counseled		Total	
	N	Median	N	Median	N	Median
None	71	13,300	63	14,720	134	13,930
B.A.	92	13,500	48	12,100	140	12,810
M.A.	13	13,520	6	8,550	19	9,830
Ph.D.	3	8,500	0	--	3	8,500

It is difficult to know what to say about the family incomes of the women and, for the most part, the interpretation will be left up to the reader. But one trend will be pointed out. As Table 40 indicates, there was a distinct inverse relationship between women's educational level and income. The higher the degree, the lower the income. The explanation for this is not apparent in the table, and concerns the probability of marriage among women of various educational levels. The higher the degree, the greater the probability that the woman was not married. For the single woman, the income figure includes her salary alone and, as women are clearly discriminated against in this area, the lower median income reflected this higher proportion of single women.

An Ultimate Criterion for Counseling Research

There is no more vexing problem in counseling research than that of the ultimate criterion. It has drawn a great deal of attention from people in the field though seemingly more speculation has been produced than evidence. Many counseling psychologists can claim to have discussed the issue in print though, regretably, only a much smaller proportion has added any real knowledge.

In these discussions of counseling outcomes, there is frequently some comment that the selection of an ultimate criterion requires a value judgment on someone's part, and the discussants at this point seem to veer in one of two directions. One group feels the case is hopeless because counselors should not make value judgments; the other, a smaller group, believes someone should be making these judgments and doing some research about the effect of them.

This project has taken the second direction. In the work reported in this section, an attempt was made to draw together all achievement data into one subjective rating. This involved the development of a rating scale, the application of that scale to the individuals in this study, and evaluation of the results. As this was a sizeable study in itself, considerable detail is presented to explain the rationale and methodology.

Any attempt to develop a single measure of success or achievement for an individual faces the pitfall of individual variation in goals. Success to some men means fame and fortune, to others fame is sufficient while to a few, fortune in anonymity is to be preferred. There are others who seek neither of these but rather prefer a calm, contemplative life, free of the pressures which accompany financial or social success. And certainly there are others who have given up achieving any of the above and are, as Thoreau said, simply "living lives of quiet desperation".

With this in mind, it was perhaps foolhardy to attempt to rate everyone on the same criteria of accomplishment. Yet we tried. The scale of accomplishments finally developed--called "Contribution to Society"--may represent, more than anything else, the investigator's personal values but it also certainly has much in common with widely accepted criteria of achievement. Perhaps its most controversial aspect is the complete ignoring of any emphasis on the individual's internal satisfaction and happiness but results in those areas were studied and reported earlier. This section restricts itself to achievement, with or without satisfaction.

"Contribution to Society" Scale

This rating scale had five points. Those points, including short descriptions of "typical" individuals for each category, are described next.

Men's Rating Scale

"5"--HIGHEST RATING. Very valuable asset to our society. Contributing leadership on a high plane or substantial achievement in literary, scientific, political, or similar areas. Possible examples are U.S. Congressmen, outstanding literary figures, creative research scientists, and outstanding business leaders. In general, people who are recognized for unusual personal achievement of value to society.

The individual does not have to be in a "social service" occupation. Outstanding businessmen certainly can be rated here if it is clear that through their administrative duties or their community involvement, they are valuable to society. In general, anyone making over $50,000 would be a prime candidate for this category. Usually earnings of this magnitude (if legal) indicate skills valued by our society. Perhaps 5-10 percent of the group will rate here.

"4"--SUBSTANTIAL CONTRIBUTORS. Individuals who are making less spectacular, but still very worthwhile contributions . . .People whose occupation almost assures a valuable contribution, such as doctors, lawyers, college professors, higher level business people. But, there must be some service to others. The doctor who has no community involvement or research output, the college professor who does nothing more than teach, the businessman in the middle echelon who recognizes no need to contribute outside of his company does not belong in this group. Around 25 percent might rate this category.

"3"--THE SOLID MIDDLE OF COLLEGE EDUCATED MEN. Men who perform fairly important jobs in a responsible manner, but where there is no evidence of anything outstanding either on or off the job. There is much value in what they contribute but it comes more from the adequate performance of the job than it does from the individual himself. Possible examples are teachers, small businessmen, the middle ranks of the military, etc., about 45 percent of the group.

"2"--THE SOLID MIDDLE OF THE AMERICAN CITIZENRY. These people whose major contributions are those of the average American citizen. They do their jobs, raise decent families, stay out of trouble. They don't contribute to others, but neither do they generate grief. Perhaps some good stereotypes are the conscientious production worker, the capable Army sergeant, the dependable clerk, about 20 percent of the group.

"1"--THE BURDENS. Individuals who depend on society or others for their existence, or who cause a great deal of trouble. Usually includes chronic unemployed, the lawbreaker, the alcoholic. Probably less than 5 percent in this group.

. . . . .

Women's Rating Scale

"5"--VERY OUTSTANDING WOMEN. Women making unusual contributions vocationally, probably all Ph.D.s and M.D.s. Also women with very outstanding records of community service. Wives of men who rate in Category 5 of the Men's Scale are prime candidates for this category--also women with very outstanding children. Perhaps 5-10 percent of the group will rate here.

"4"--VALUABLE CONTRIBUTORS. Homemakers involved in more than the average amount of volunteer activities --also those whose children have an outstanding record. Includes single women or working married women in occupations which are more than routine--teachers and nurses as opposed to clerical occupations. For a working mother to be placed in this category, there would

> have to be evidence that her family is not suffering because of her employment. Women with husbands in professional or higher level managerial positions would probably rank no lower than this unless their days were devoted exclusively to golf and bridge. About 25 percent might rate this category.
>
> "3"--AVERAGE COLLEGE EDUCATED WOMEN. The average homemaker with average children who have average problems. The single woman or employed married woman whose occupation is of a more routine nature. Also, the working mother whose job is more than routine but whose children seem to have a number of problems. Women in this category would normally be making mild contributions to community activities, i.e., a few hours for the church, or P.T.A., etc., about 45 percent of the group.
>
> "2"--JUST A HOUSEWIFE". Includes women where there is evidence that she or her family is doing little more than just getting by from day to day. No community involvement, husband has a routine job, children at best are average and maybe have some problems. Might include women having marital problems. About 20 percent of the group would perhaps fall in this category.
>
> "1"--THE BURDENS. Women dependent on others, contributing to no one. Single, unemployed women. The divorcee living on alimony (unless she is caring for a family). Others who appear to be a burden to society. Probably less than 5 percent in this group.

Along with these rating scales, each rater was given the following set of instructions:

Instructions to Raters

> Following are the guidelines I would like you to follow in rating these individuals. They include a number of value judgements that some of you may not agree with, but I hope that for these purposes, you will agree to step into my frame of reference. I have many qualms myself, but the only way to avoid any mistakes is to do nothing, and that seems even less fruitful.
>
> Briefly, these scales embody the "Protestant Ethic". They assume that personal achievement and contribution to community, both through occupational and extra-vocational channels are good; that a passive bland life consisting of a 40 hour-a-week job, TV, and the family is bad. I

would emphasize the achievement orientation, and achievement should be defined broadly. Any individual who is highly successful in his occupation, whether that occupation be professional, managerial, military, literary, political, or whatever should be rated highly.

The scales are clearly related to both the hierarchy of occupations and the socio-economic ladder and this is precisely what I want. For a man, his occupation is his greatest outlet for contributing to the common good, and with few exceptions, individuals in higher level jobs contribute more than those in lower level ones. For a woman, the major outlet is her family and, whenever possible, she should be judged on that point first, using data on her husband's and children's accomplishments.

Excellence Unfortunately, the information seldom gives any direct evidence of the man's quality of performance. For example, it is difficult, probably impossible, to determine if a man is a good dentist from the data we have. However in some cases, by looking at the promotion records, by knowing the quality of individuals usually working at that job or for that employer (for example, Harvard University), by reading between the lines, it will be possible to infer some excellence attributable to the person. In those cases, you should consider raising the rating over what it might be otherwise.

Environment The individual saddled with physical disability, the wife married to a husband whose job requires frequent moves with the attendant disruption, the mother with a very large family, the widow or widower raising a young family, must be rated more charitably.

Motivation and Internal Happiness For the purpose of this rating, the person's internal feelings are of little consequence. A man living on a desert island, completely happy and at peace with himself, would rank very low on this scale. He is not contributing. He would not be at the bottom solely because he isn't dependent on others. The motivations of the individual are equally unimportant. A man may be a doctor (or a company president) mostly for money, but his contribution is still great. Another individual, strongly motivated to help others, might be a rural pastor making only a modest contribution to a very small congregation; his contribution would likely be less than that of a money-hungry professional man.

> *Black Marks* A few of these people have sizeable blots on their records of the type that society frowns upon. Divorce is the most frequent and is probably the most frequently excused. Imprisonment, abortion, alcoholism are less frequent and more severely censured. I'm not sure how much weight should be given to these aspects of the individual's total life, but I think they should be used as indicants for further probing. A person should not be rated lower solely on a single event unless there is evidence of other problems.
>
> *Women* The major variables making up the women's scale are children, home and husband. A woman with a very successful husband is an excellent candidate for a high rating, particularly when there is evidence that she has had a hand in the success. While it makes me uncomfortable to hang the rating of a woman on the pegs of her husband's and children's accomplishments, I see no other solution. Of course, her community activities are very important also. The occupational variable for women is covered fairly well in the rating scale itself.
>
> *Economic or Business Success* In this framework, an individual who has succeeded in the business world is to be considered rated highly.
>
> *Personal Stability* The individual's emotional stability should not be considered directly; it should enter in only when it is clear that the individual's occupation or family are being affected. For the purposes of this rating, individuals with long histories of institutional confinement will be considered to be burdens on society.

One informal comment should be made about this scale. The reader will have noted the emphasis on material success; financial gains especially were pointed out as praiseworthy. This was done in the hopes of offsetting in the raters--academic people all--the slight tendency in the academic world to belittle accomplishments in the business world (which is very little different from the analogous feeling in the business world toward academic achievements.) There was little danger that these raters would overlook achievements in intellectual or social service areas, and the investigator wanted to make sure they also recognized achievements in other areas. This attitude should not be exaggerated, but if there is doubt that it exists, ask an academician how impressed he is by a successful campaign to sell more crunchy peanut butter, or ask the businessman how impressed he is by an article published in the "Evergreen Review". The values are different, but here they were forced into the same scale.

Raters

Each person was rated on this scale by three psychologists working independently. Sixteen raters participated in this phase, all faculty members of the University of Minnesota, either in the Counseling Bureau or the Department of Psychology. Thirteen of them had Ph.D.s and the group had a median of ten years of counseling and research experience.*

Information Used in Ratings

To make the rating, the raters were given all of the information available on each person with the following exceptions: 1) any material from the earlier study, 2) test scores or grades, 3) Work Satisfaction Questionnaire, and 4) whether they were counseled or non-counseled.

Virtually everyone still alive in this sample was rated. For 600 individuals, both the questionnaire and interview notes were available to the raters; for another 16, the questionnaire; and for another 51, the interview notes. For the remaining 49, a credit report from the Retail Credit Association was used. These last reports were secured on all individuals declining to furnish information for this study. While this may have been a devious procedure, it was justified on the following grounds: Many of those refusing to cooperate in this study were obviously among the most unsuccessful individuals. It seemed unwise to eliminate this group from the study, so the only available channel of information was used.

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* I am indebted to the following for help in making these ratings: Emanuel Berger, Alice Christian, Rene Dawes, Marvin Dunnette, Patricia Faunce, Laurine Fitzgerald, Vivian Hewer, Al Hood, Lloyd Lofquist, Cornelia McCune, Jack Merwin, Gerhard Neubeck, Al Raygor, Ruth Roberts, Don Watley, Lenore White.

One example, possibly a controversial one, of the reports from the Retail Credit Association follows:

> "Her husband has been involved in several business enterprises during the past ten years: Commercial Radio Communications-Pig Farm-Ready Mixed Cement Plant and other dealings. He has left these connections and last year was accused of fraud by a Chinese merchant. He was imprisoned. His reputation has deteriorated from bad to worse during past five years and he is considered risky in all credit or commercial operations. His wife is not employed and depends on husband."

All three raters, working independently, rated this woman at the bottom of the scale, "1", on the basis of this report.

Reliability of the Ratings

Each person was rated three times by raters working independently. Initially, in slightly over 3 percent of the cases, the raters differed by two or more points. In these instances, the materials were returned to them and they were asked to review their decision. They were not told which way they had deviated from the other raters, only that there had been a two point deviation. This re-rating brought all raters within one point of each other. In Table 41, which reports the total distribution of ratings, the degree of agreement can be seen. Ratings of 3, 6, 9, 12, and 15 represent cases of perfect agreement between the raters. (A rating of 15, for example, meant that each of the three raters gave the individual a rating of "5".)

There was perfect agreement in 299 of the 724 cases, about 41 percent. In the remaining 59 percent, two raters agreed and the third deviated by one point. This reliability seems satisfactory, particularly as there likely were subjects who deserved to be rated higher than, say, two and lower than three. Allowing this one point deviancy might have increased the validity slightly, even though it lowered the percentage of perfect agreement.

Results

The results of the ratings are reported in Table 41 for the counseled and non-counseled group within each sex. While the differences were all in favor of the counseled students, none of them was statistically significant.

Because this comparison was one of the most crucial ones in this study, a further more powerful statistical test was conducted, using only the matched pairs from the original Williamson-Bordin group. These were the pairs of students, one counseled, the other not, matched on ability and background variables in the study done 25 years earlier. A matched-pair t-test was run for both sexes, using the differences between pairs on this rating scale.

For the 123 pairs of males, the average difference, in favor of the counseled group, was 0.58 and the $SE_{diff}=.27$. Thus the CR=2.15, indicating a difference significant at the five percent level. For the 121 pairs of females, the mean difference was 0.15, the $SE_{diff}=.27$, the CR=0.52; thus there was no significant difference between the counseled and non-counseled women.

The counseled men rated significantly higher on this criterion, but is this an important finding? Is six-tenths of a point on a 13 point scale a practical difference? This is a subjective judgment that cannot be answered with data. Perhaps the main point is that a detectable difference has been found 25 years later between counseled and non-counseled men, one that is large enough so we can be fairly confident that it did not arise by chance. Moreover, this observed difference probably represents a lower limit of the real difference as the gross measures used, the lack of an adequate control group, and the random sources of error introduced by twenty-five years of living would tend to obscure the true effect of counseling.

That even the slightest difference appeared must be considered most surprising and, to the counseling profession, most gratifying.

Table 41

Distributions of "Contribution to Society" Rating
for Counseled and Non-Counseled Groups

Total Score	Ratings	Men Counseled Percent	Men Non-Counseled Percent	Women Counseled Percent	Women Non-Counseled Percent	Total Counseled Percent	Total Non-Counseled Percent
15	5, 5, 5	3	1	2	0	2	0
14	5, 5, 4	6	3	4	3	5	3
13	5, 4, 4	7	6	8	11	7	8
12	4, 4, 4	16	14	16	15	16	14
11	4, 4, 3	18	12	20	17	19	14
10	4, 3, 3	13	16	19	17	16	16
9	3, 3, 3	16	28	16	17	16	22
8	3, 3, 2	7	11	6	7	7	9
7	3, 2, 2	4	5	5	7	4	6
6	2, 2, 2	7	6	4	5	6	5
5	2, 2, 1	2	0	0	1	1	1
4	2, 1, 1	1	0	0	0	0	0
3	1, 1, 1	1	0	1	0	1	0
	N	217	148	210	149	427	297
	Mean	10.15	9.84	10.30	10.15	10.22	9.99
	S.D.	2.48	1.98	2.15	2.10	2.33	2.05
	t-test	not significant		not significant		not significant	

Highest and Lowest Rated Individuals

It should be informative to discuss briefly the characteristics of those rated at each extreme although, to preserve the anonymity of the individuals, the information presented in this section must be sketchy.

There were 40 people given the highest rating, "5", and six given the lowest rating, "1" by at least two of the three raters. Of the 11 rated highest, "5" by all three raters, 10 of them were counseled. Of the 6 rated lowest, all were counseled. Counseling may have helped the first ten get where they are today, but it certainly did not prevent the last six from making a considerable mess of their lives though, from the counseling case notes, some of each group were well on their way to these ends twenty-five years ago.

Among the 40 individuals rated highly were six company presidents or vice-presidents, two men in advertising or public relations posts, and a few from the higher-middle ranks of large corporations. From the academic world came five college professors, an assistant dean, and two coaches. There were a few self employed professional people, two M.D.s and three people in public administration positions, one a former state governor.

Among the highly rated women, about half were housewives, married to very successful husbands, raising fine families. The employed women rated highly included three college professors and two women in public administrative jobs. No business woman merited this top rating in the eyes of the raters.

As was to be expected, the average incomes of these high-ranking individuals was substantial. The median income was $27,000 with 30 percent making $50,000 or more. The range was from $4,000 to $200,000 with about as many making over $100,000 as under $10,000, four of each.

Among the six lowest ratings, not a single one was gainfully employed and at least three of the six apparently never had been since leaving college. Five of the six had some severe adjustment problems, and no data were available on this point for the sixth. With one possible exception, all of them were dependent on someone else for support, usually their parents.

One further refined analysis was done. The ratings of counseled students who followed the counselor's advice twenty-five years ago were compared with the ratings of counseled students who did not. This cooperation rating was discussed earlier on page 84. For this analysis, the two lowest categories were combined. The results are in the next table.

Table 42

"Contribution to Society" Ratings Between Students Who Closely Followed the Counselor's Advice and Those Who Did Not

	Men			Women		
	N	Mean	S.D.	N	Mean	S.D.
Followed Advice (#1)	116	10.34	2.37	116	10.72	2.04
Did Not (#2 & #3)	62	9.95	2.36	63	9.49	2.16
t-test	Not Significant			$p < .001$		

Women who followed the counselor's advice have achieved more than women who did not. For the men, the difference was not significant but it was in the proper direction.

Correlation with Other Measures

This measure of success was also correlated with other variables used in this study and the resulting correlations above .20 are reported in the next table. The numbers used in establishing the correlation varied because of missing data but were roughly 300 for each sex. Thus for each group, correlations of .20 are safely larger than those that might arise by chance.

Though all the correlations are low, the general thread of achievement runs through them. Prior college achievement, high school achievement, test scores, and the earlier rating of Adjustment made in the Williamson-Bordin study all correlate positively with current achievement. And, surprisingly, this rating was also correlated with both Work Satisfaction and General Satisfaction with Life as measured by the "Ladder" scale.

The highest correlation for both sexes was with current income, but this was likely an inflated figure as this information was included in the materials used by the raters.

The correlations with the scales on the Strong Vocational Interest Blank are also reported. For both sexes, social service interests were positively related to this rating, business and skilled trades interests were negatively related.

Table 43

Correlations Between "Contribution to Society" Scale and Other Variables

MALES

Variables	Correlations
Current Family Income	.49*
Total Work Satisfaction Scale	.47
Occupational Satisfaction	.45
Job Satisfaction	.40
Interviewer Rating of Affluence	.36
College Grade Point Average	.29
"Ladder" Scale	.24*
High School Rank	.23
MSAT	.22
Williamson-Bordin Rating of Adjustment 25 Years Ago	.18
SVIB Scales	
Occupational Level	.30
City School Superintendent	.27
Specialization Level	.26
Lawyer	.26
Public Administrator	.22
Psychologist	.20
Accountant	-.20
Aviator	-.20
Farmer	-.23
Industrial Arts Teacher	-.24
Office Man	-.25
Policeman	-.25
Printer	-.27
Carpenter	-.33

FEMALES

Variables	Correlations
Current Family Income	.35*
"Ladder" Scale	.29*
Total Work Satisfaction Scale	.27
Occupational Satisfaction	.26
Job Satisfaction	.23
Interviewer Rating of Affluence	.26
MSAT	.25
High School Rank	.24
College Grade Point Average	.23
Williamson-Bordin Rating of Adjustment 25 Years Ago	.20
SVIB Scales	
Physician	.22
Social Science Teacher	.22
Psychologist	.21
Librarian	.20
Buyer	-.20
Office Worker	-.21
Steno-Secretary	-.21

* Included in materials used by raters

Conclusions

What conclusions and implications are suggested by the preceding data?

First, it is clear that those students who received counseling fared better during college than the non-counseled students. They earned better grades, more and higher honors, more degrees, and participated more in campus life. Further, those students who paid the most attention to the counseling profited most.

Second, these data suggest there was a very mild, but distinguishable, difference between counseled and non-counseled students twenty-five years later, especially among the men. Considering the problems of measurement, of experimental design, and the likelihood that neither the counselor nor the student 25 years ago were thinking in terms of the outcomes reported here, this investigator would again emphasize the remarkable fact that any difference appeared.

Third, in general the major conclusion seems to be that counseling did indeed exert a beneficial effect on the student's achievement. This effect was most apparent on immediate criteria such as grades and graduation but, though it withered considerably, did not completely disappear during 25 years. This is perhaps not surprising. Counselors are more effective in dealing with problems immediately at hand and for college students, these frequently concern grades and graduation.

Extrapolating from these results and others reported in the review of the literature chapter, it is quite likely that counselors working with adults could markedly improve performance on whatever immediate achievement

measures the counselors and adults agreed were important. But to ask the counselor to achieve far-reaching, long-term effects working with the teenager 25 years earlier is demanding more than even the most fundamental religions require of the Almighty Himself, as they at least grant Him the opportunity to occasionally intervene in the affairs of the adult. The counselor cannot do that, but these data show he can help the student find solutions to situations at hand, and by this, help him to eventually make more of his life.

Chapter 7

WHAT THEY SAY ABOUT THEIR COUNSELING TWENTY-FIVE YEARS LATER

This chapter reports what the counseled students had to say twenty-five years later about their counseling.

The student's opinion of his former counseling is not necessarily crucial or even relevant to the question of whether the counseling was effective. The value of a counseling program is not dependent upon reminiscence as even students who don't remember talking with a counselor may have been helped in ways they don't appreciate. Nevertheless, these comments of former counselees should be studied for at least two reasons: one, most counselors would be quite disturbed if their clients had nothing good to say about the counseling, or perhaps worse, if none of them remembered it; second, by studying the opinions of these former counselees, ways might be found to improve current counseling techniques.

In addition, there is an inherent fascination in these reports, stretching over twenty-five years, for the counselor who is continually wondering if he is having any impact on the lives of the young people he works with. Whatever else they may think of them, whatever implications they may draw from them, most counselors will find these comments interesting.

Biases can creep into studies of this kind in several ways. People are agreeable, for the most part, and they are prone to tell the researcher what they think he wants to hear. Because of this, the investigator took many pains to mask the real nature of this project from the participants. If they had been aware that this was a follow-up of counseling effectiveness, they might well have been more complimentary. Instead, they were told that it was a follow-up study of college students who entered college during the depression, and this was no misstatement for it indeed was that.

In this study, no letterhead stationery was used, no titles were used in signing letters, and the interview and questionnaire materials were designed so that the questions on counseling were buried among other more general material concerned with their entire collegiate experience.

There is no way of evaluating whether this masking was successful; the investigator can only hope that it was.

Another source of possible bias was in the interviewers. They took notes during the interview, and these notes were used for the results presented in this chapter. As these notes were condensations of longer conversations, it is possible that some kind of selectivity crept into the comments that the interviewers wrote down. Possibly they reported only the compliments and glossed over the criticisms. This was no problem in about half of the interviews, the ones done outside of Minneapolis, as these interviewers were told no more about the project than the participants. However, for the half of the interviews conducted in the Twin Cities, the interviewer was either a graduate student working as a research assistant on the project or the investigator, himself. The only safeguard here was to stress to the interviewers the possibility of this bias and hope they would guard against it. Also, of course, whether the person was a counseled or a control student was concealed from the interviewer as long as possible, but presumably this would come out in the interview.

Thus, for half of the interviews, the only safeguard was an awareness of the possibility of bias. Hopefully, this was sufficient to avoid any gross errors.

A visual check of the distribution of ratings made by the Twin City interviewers versus those made by the non-Twin City interviewers indicated these two distributions were virtually identical, a reassuring finding. The data taken from the questionnaires were, of course, completely free of this possible bias.

Comments From The Questionnaire

On the questionnaire, the subjects were asked to check the importance of various influences on their career decisions. Those data are presented in the next table.

Two trends are worth noting in this table. First, the counseled students cited all kinds of collegiate guidance as more important than the non-counseled students, while the non-counseled students cited off-campus guidance sources (parents and high school teachers) as most important. To the extent that the counseling kept the counseled students in school longer, helped them find a curriculum where they would be happy and successful, and suggested other faculty for them to talk to, it had some influence on their contacts with other faculty. As we've already seen, the counseled students graduated more often, won more scholastic honors, earned higher grades, participated more often in campus activities, and were more often elected to student offices. They were more involved in campus life and had more opportunities for all kinds of contacts. And of course this was a two-way street. The more contact they had with faculty and counselors, the more they were influenced. Thus, the student benefitted and achieved more through this increased stimulation.

The second major trend in the table shows that, among the counseled students, parents and vocational tests were listed as the most influential. The vocational counselor came in a weak third, along with faculty adviser, and other faculty members. The students remembered the tests more vividly than they did the counseling.

Table 44

Percent of Counseled and Non-Counseled Students Indicating Importance of Various Sources of Guidance

	Counseled (N = 367)					Non-Counseled (N = 250)				
	Very Important	Somewhat Important	Unimportant	Rec'd None	No Response	Very Important	Somewhat Important	Unimportant	Rec'd None	No Response
A. Vocational or psychological tests	17	37	34	9	2	5	12	34	44	5
B. Discussions with academic adviser	8	24	34	29	5	4	18	20	52	5
C. Discussions with faculty members other than adviser	10	22	23	39	6	6	20	20	50	5
D. Advice from parents	17	36	24	20	3	20	42	19	16	4
E. Interviews with a professional psychological or vocational counselor	13	18	25	38	6	5	5	8	77	5
F. High school teacher	6	16	30	42	6	8	21	21	45	4

Several factors may be working here. Certainly counseling was very test-oriented at Minnesota then (and now) and it may not be too inaccurate in some cases for the student to remember his counseling as taking tests and having the results interpreted to him. Beyond this, taking a psychological test is a more unique stimulus than talking with a faculty member about your plans, and would likely be remembered more clearly.

Or finally, it may be that they simply paid more attention to the test than anything else in making up their minds about their next course of action.

One other figure in the table needs elaboration. Among the counseled, 38 percent said they never had any interviews with a counselor. In some cases this may have been due to confusion on their part as to exactly who was a counselor. To discriminate between a faculty adviser, a faculty counselor, and other faculty members at a distance of twenty-five years is not the simplest task, especially if your faculty adviser also happened to be a professional psychologist. Some of the 32 percent of counseled students who cited "Academic Adviser" as an important source of help may have been referring to the counseling.

Also, these counseled students were selected for this study because they were initially counseled either before entering the University or very early in their freshman year, frequently during the orientation period. It may be that they simply accepted it as part of that procedure.

The old case notes were reviewed for those individuals who forgot they were ever counseled and no particular trend could be found to explain why they should forget while others remembered. One student had changed his name and drastically changed his life since then, another had been referred to counseling because of some severe trouble he was in. These situations might have affected their memories. But similar instances were found among those who did remember. That two-thirds remembered is reassuring; the third that forgot is puzzling.

Among the non-counseled were several people (5-10 percent) who said that tests and counseling were influential in their decisions. About half of these individuals, those living in the Twin Cities, were contacted by phone and asked further about this. The group who indicated that tests were influential said they had taken the tests in a variety of situations: psychology courses, military service, as job applicants, and so forth, and they had paid some attention to the results in pondering their careers. Most of those checking the "Interviews with a professional counselor" as important said they apparently had confused it with their regular academic adviser, though a few reported they had received some helpful guidance from sources other than the Counseling Bureau, such as a friendly Dean or another member of the Psychology Department, or perhaps a counselor in another school.

It could be argued that these individuals should have been moved into the counseled group for the analyses of this report. After some indecision this was not done, mainly for two reasons. First, it was difficult to draw the line between those who should be moved and those who shouldn't. For example, is taking tests in an employment situation and receiving the results synonomous with counseling? Second, the actual number of cases in question was quite small and would not have materially affected the results anyway. (The fifteen non-counseled students most likely to have been moved to the counseled group rated slightly higher on the "Contribution to Society" measure than their matched mates. Thus, if they had been moved, it would have made the difference even larger in favor of the counseled students.)

Comments from the Interview

The remaining data in this chapter are based on comments made by the participants during the interview.

In the interview, we wanted to ask them how much influence they thought the counseling had had on their lives, but did not want to ask that question bluntly, as there was the considerable danger that they would tell us what they thought we wanted to hear. So we started with very open-minded questions and worked into the specific details of the counseling. The series of questions is listed in the next table.

Table 45

Percent of Counseled Students Who Mentioned Counseling At Various Points in the Interview

	Questions	Percent Mentioning Counseling	Cummulative Percent Mentioning Counseling
19.	How did you happen to enter your present occupation?	5	5
23.	What influenced you in choosing your present occupation?	3	8
24.	Do you remember any one person who was particularly influential in advising you about which occupation you should enter?	8	16
25.	Did you ever receive any formal vocational counseling while you were in college?	53	69
26.	Have you ever had any contact with the University Testing Bureau or Student Counseling Bureau at the University of Minnesota?	18	87
	Remainder	13	100
		100	

After each question is listed the percentage of people who mentioned at that point that counseling was influential on their career choice. The table should be read as follows: When asked how they happened to enter their occupation, 5 percent listed counseling as the most important reason. When asked the next question, "What influenced you . . .", another 3 percent mentioned counseling.

These data show that in response to open-ended questions, about one-sixth of the counseling students mentioned counseling as a very significant influence in their career choice.

Another half, when asked directly, remembered being counseled.

Another eighteen percent reported they had never received any formal vocational counseling but they had had some contact with the Student Counseling Bureau (or University Testing Bureau as it was then called), usually commenting that they took some tests there to help them decide what to major in.

Finally, 13 percent of the counseled students who, according to University records, had had at least one formal interview with a counselor said, "No, I never received any counseling", and "No, I never had any contact with the Student Counseling Bureau".

Thus, an overwhelming majority of the counseled students remembered the counseling, though it was only one or two hours twenty-five years ago.

A more crucial question is, did they remember it as helpful?

Those 87 percent who remembered being counseled were asked the following three questions:

> Do you remember what the counselor said?
> Did it have any influence on your life?
> Do you think the counseling was helpful?

Using the notes taken by the interviewer, each person's comments were categorized roughly as shown in the following table. While this categorization unfortunately destroyed the personal quality of the comments, many of which were fascinating, it does impose some meaningful structure on an otherwise jumbled set of statements.

Table 46

Comments About Counseling

Categories	N	Percent
VERY FAVORABLE		
"The counselor suggested specific change of curriculum and I did and I'm glad"	18	4
"The counselor showed me a new way of thinking --which issues I should consider in planning career, etc."	14	4
"General help -- somebody paid attention to me -- counseling content itself not important"	12	3
"The counselor helped me solve a specific, non-vocational problem (parental dispute, personality problem, etc.)"	5	1
"The counselor suggested a specific course of action and I followed suggestion, and I'm happy that I did"	62	16
Sub-Total:	111	28
FAVORABLE		
"The counselor confirmed what I already thought and this was reassuring"	53	14
"Counseling was helpful but I didn't or couldn't follow it -- now I wish I had"	27	7
"I chose not to follow advice but it was still helpful to have the benefits of his thinking"	8	2
"The counselor pointed out several things that I shouldn't do" (Some went on -- "but never indicated what I should do)	7	2
"The counselor assured me that I had the ability to do what I was planning"	16	4
Sub-Total:	111	29

Categories	N	Percent
MILDLY FAVORABLE		
"The counseling had little impact" (but comments were generally positive)	36	9
"The counseling was good but there was not enough of it -- or it was not early enough -- or it was too hurried"	26	7
"I was too mixed up and didn't listen to anyone then, but the counselor did try"	2	-
Sub-Total:	64	16
NEUTRAL FEELINGS		
"Yes, I was counseled but I don't remember anything at all about it"	27	7
Sub-Total:	27	7
MILDLY UNFAVORABLE		
"The counselor suggested a specific course of action and I did it but now I'm not sure it was wise"	5	1
"The counseling had little impact" -- (but comments were generally negative)	6	2
"I took some tests but no one ever explained the results to me"	16	4
"The counselor should have followed me up to see if I was doing okay"	3	1
Sub-Total:	30	8
UNFAVORABLE		
"The counselor was not directive enough -- he didn't tell me what I should do"	7	2
"The counselor suggested something but I didn't have any confidence in him -- or I didn't trust the tests -- or the suggestion was completely unacceptable to me"	10	2
"The counselor confirmed what I already thought but this was no help -- I already knew that"	14	4
Sub-Total:	31	8

Categories	N	Percent
VERY UNFAVORABLE		
"The counselor definitely steered me in the wrong direction--with subsequent harmful effects"	12	3
"The whole enterprize of psychological testing and counseling is ridiculous--psychologists have a very inflated opinion of their knowledge"	3	1
Sub-Total:	15	4
TOTAL:	389	100

The comments have been split into seven categories, ranging from Very Favorable to Very Unfavorable according to the general tone of the comments. Within each of these broad categories, small sub-categories have been described to give a better flavor of the comments. It should be emphasized that the phrasing is that of the investigator; many of the comments were expressed in more vivid, eloquent language.

As Table 46 shows, a considerable majority of people felt the counseling was helpful. Almost three-fourths of the group fell on the favorable side of the median with one-fourth in the Very Favorable category. Twenty percent fell on the unfavorable side of the midpoint with only 4 percent in the Very Unfavorable category. Among this last group were a few individuals with both low test scores and low high school grades where it is apparent that the counselor steered them away from a field where they likely would have failed.

For example, one fellow, with an entrance test percentile of 22, said, "I had always planned on either law or engineering but the counselor convinced me I should enter a business course. If I hadn't listened to him, I'd be in one of the professions now."

Following are a few other quotes, paraphrased from the interviewer's notes. Usually it is quite apparent which category they were assigned to.

> "My choice of career was almost entirely due to E. G. Williamson. I went to the University expecting to go into medicine but he told me with my pattern of interests and abilities, I'd be better off in engineering. I have been continually happy that I made that change. (He is now director of a large engineering test center.)

> "I was thinking of majoring in journalism when I went to see the counselor. He told me that he thought this would be a good choice for me and this confirmation was reassuring.

> "I was thinking of majoring in journalism. The counselor said he thought this would be a good choice for me as my interests seemed to be in that direction. He was not much help--he didn't tell me anything I didn't already know.

> "When I came to the University, I was all mixed up. When I took those tests, I set out deliberately to falsify them. Then I knew I would really be crazy to accept any advice based on those results, so I ignored the counselor completely."

Implications

These are the data; what are the implications?

The most obvious one is that most of these people look back on their counseling with favor. While many of them felt it was not as thorough and complete as they would have liked, the majority remembered it as beneficial.

While this general feeling of satisfaction cannot be counted as proof in any rigorous sense, it should be reassuring to the hundreds of counselors working day in and day out without even this rudimentary feedback.

And, in this sense, the pleas of the non-counseled students are perhaps even more meaningful than the plaudits of the counseled. In answer to the question, "What could the University have done differently that would have helped you more?", the most common answer among the non-counseled students, given by 22 percent, was a request for some kind of counseling. (The most frequent answer among the counseled was a request for better counseling.) The greatest deficiency these former students saw in their collegiate career was a lack of adequate advising.

What further implications can be drawn that will help counselors improve their techniques? I feel no special skill in interpreting these data for this purpose and a considerable attempt was made to describe the categories in Table 46 as fully as possible so that the reader could draw his own conclusions.

Still I have been closer to this information than anyone else and feel the responsibility to draw some conclusions from what these people had to say. The reader should be warned, however, that the following interpretative conclusions were drawn by a pragmatic psychometrician with very little counseling experience.

First, what these students sought and wanted most was a rather firm kind of advice. They did not want a counselor who was simply kind and accepting, who smiled and reflected back at them, "Ummm, so that's what you think?" They wanted advice, though to be sure they were expecting the advice to be based on knowledge. They wanted to talk with a professional person who had some measuring instruments -- tests -- that would tell them something about themselves. And further, they wanted to talk with someone who knew of the practical world of jobs, who knew which curricular choices might lead to which careers, who knew where the rewards might lay for their type of person.

The point is that primarily these people were seeking information and guidance. They were not trying to develop their self-concept -- they were not trying to talk their way through a complicated set of Freudian entanglements. For the most part, they were trying to decide which curriculum and, eventually, which occupation was for them.

Of course, the kind of counseling these people received probably had something to do with their reactions toward it. The counseling done by E. G. Williamson and his colleagues was of a positive type and discussions of tests and jobs were important in this process. Undoubtedly these methods had some effect on what the students reported as good and bad about their counseling. Still, this investigator heard so many of these people say, "If only someone had taken a firmer stand with me"; "If only someone had given some direction to my efforts"; that he can't help but feel most of these counselees would have been disappointed to find a counselor who refused to take an active role in helping them plan their subsequent course of action.

This doesn't mean that there weren't some who wanted to talk through some sort of emotional entanglement. A small but significant percentage indicated they were very mixed up, that they had sizable personal problems, and, as the comments show, the "satisfaction with counseling" rate was as high with these students as with the larger majority. The counselors were sensitive enough to detect these cases requiring more time and personal attention, and, if the person's self report has any validity, were successful in dealing with them.

A second major theme, represented less well in the table of comments and expressed explicitly by only a few people, ran vaguely through a substantial number of interviews. At the expense of over-simplification, a blunt statement of it might be, "At some critical point in my college days, I wish somebody (a counselor) had approached me and helped me over a particular hurdle."

The critical point varied from person to person but some generalities were visable. Perhaps it was the quarter they were dropped from the University for grade deficiencies, or perhaps the quarter they dropped out for personal or financial reasons, or the quarter that their grade point average dropped from a comfortable 3.00 to 0.50 as a result of an earth-shattering (to them) breakup of a romance. As one man said, "If someone had just given me some encouragement to stick out that one bad quarter, I think I might have made it the rest of the way".

Several instances of successful counseling during these critical periods were noted to substantiate this trend. One counselee said, "The counselor convinced me that my financial situation, though pretty bad, was good enough to try one more quarter. I finished that one, then the next, and somehow finally graduated."

Other counseled students, while commenting that the counseling was helpful, said further, "The counselor should have followed me up a year later to see how I was doing, rather than just relying on that one-shot affair."

From comments of the above nature, I would suggest that counselors and student personnel workers make some attempt to predict critical points in the academic life-cycle of the student, and then be aggressive in offering services to the students at those points. Any substantial, precipitous drop in grades, or failure to register for a current session when performance over past sessions has been good are only two examples of indications that all may not be well with the student. Leaving the initiative for making first contact in his hands at this point is not the most effective way for counseling services to proceed.

Perhaps unsolicited testimonials have little place in a report that hopes to be scientific. Yet, in closing this chapter, the following letter from a faculty member of another university has some relevance.

> ". . . I shall always remember the kindness and patience shown me when I first entered the University when I was neither emotionally or physically up to doing a good job. The services of the Testing Bureau and the counseling given me were invaluable. I only regret that we have nothing like that here for the students who enter with the need for help. . ."

Chapter 8

CONCLUSIONS AND IMPLICATIONS

The following conclusions have been drawn from the research reported in the preceding pages:

1. The students who sought counseling were mildly different--on the average--from those who didn't. They scored slightly higher on measures of academic potential, and also slightly higher on measures of personal discomfort. And they more often were first-born.
2. Counseling was directly associated with success in the University (with academic potential held constant). The graduation rate among counseled students was one-fourth higher than among the non-counseled and the difference was even larger among the advanced degree winners. Also the counseled students earned better grades, more and higher academic honors, more often participated in campus activities and more often were elected to offices in those activities.
3. Twenty-five years after counseling, the counseled students still were more successful and more uncomfortable. Though both trends were apparent in both sexes, the first trend was more prominent among the men, the second among the women. Counseled men report mildly higher incomes and have contributed more to society than the non-counseled men; counseled women more often reported anxiety, personal discomfort, and mild dissatisfaction than did the non-counseled women.
4. The point should be emphasized that the differences between the counseled and non-counseled students twenty-five years

later were all very mild in size. While the trends were consistent and had some anchors in statistical significance, they were not large and impressive.

5. The students' recollections about their counseling twenty-five years earlier were favorable. Two-thirds of them remembered being counseled, and three-quarters of this group thought it was helpful. About eight percent remembered it as the most important influence on their career decisions.

Did the counseling cause these differences? There is no simple answer.

Clearly, differences did exist before counseling, and at least some of these persisted after counseling, mainly in the area of personal discomfort. If students seeking counseling are worried and anxious, shy and under-confident, and if the adult twenty-five years later reports essentially the same feelings, counseling cannot claim these feelings as outcomes, which is fortunate because most counselors would not want them anyway. But of course, neither can the counselor claim reduction in anxiety as an outcome. While realizing that the measures used in this study were much too gross to be able to demonstrate any mild changes in these variables, this investigator nevertheless concludes that counseling had little effect on self-confidence and anxiety level. They worried before they came and they worried after they left.

Further, there were not hints of any causal connections between these variables and the counseling, nor were there any introspective anecdotal comments reporting that the counselor had made the student feel less secure in some way.

But the differences between groups in the achievement variables seemed to be slightly different. There were some reasons to believe that counseling affected those variables, particularly those concerned with academic performance. Several points illustrate this:

1. Differences in graduation rates appeared even though the groups had been matched on the only variables thus far shown to be related very highly to graduation, _i.e._, high school achievement and scholastic ability test scores.
2. The differences in graduation rates were greater when students who followed the counseling plan were compared with those who didn't.
3. The differences in the graduation rates were greater among advanced degrees, and the characteristics of those degree winners indicated that counselors probably had some effect on the quality of students continuing on to graduate school, as the counseled graduate students proved to be more academically able than the non-counseled.
4. The self-reported anecdotes of the counseled students indicated that they thought this area of academic decision-making was where the counselor was most helpful and had the most influence (though they did not always agree that it was beneficial).

While there were various different alternative explanations for each of these findings, the most parsimonious explanation to account for all of them is the effectiveness of the counseling.

Implications

The major implications of these findings for the actual counseling process will have to be drawn by others with more counseling sophistication than this investigator. The type of counseling that went on at Minnesota while these students were here (1933-40) was--from reading the case notes--simultaneously directive and client-centered, and vestiges of both approaches were found in the students' comments about their former counseling. But one does not enter further into this arena of discussion without a broad philosophic acquaintance with (and possible commitment to one of?) the various viewpoints represented.

However, the implications for providing some sort of counseling service to students are clearer. The students who were counseled clearly fared better as undergraduates than the non-counseled. Further, those who were counseled said it was helpful and wished they had had more guidance. Those who did not receive any counseling reported--in retrospect--this as the greatest deficiency to the University's program. From both of these sources, one objective, the other subjective, the results support the value of these services.

Of course, these results alone are hardly dramatic enough to justify extensive counseling facilities. But this is a relative point as there are no data available to support unequivocally and dramatically ANY program of student services or, for that matter, any particular type of curriculum or instruction. Students are required to take orientation courses, to take 15 hours of a foreign language, to participate in physical education classes, to go to chapel, and even sometimes their daily attendance in class is required. They are expected to go to school three quarters, or two semesters, each year and graduate in four years. Practically nothing done to them ore required of them during that period has an established foundation of empirical fact stretching over a lengthy time period.

These statements are not made critically, but simply to point out that decisions on how to treat students are usually made in an absence of knowledge or, at best, in the presence of knowledge stretching over a short time period.

Counseling is still best justified as a help to the student bewildered by the increasing complex maze of educational and occupational opportunities. In this maze, most institutions will recognize their responsibility to help the student explore his potentials and possibilities in an orderly, systematic manner. The provision of professional people in counseling services is one way to achieve that. And it is a comforting fact that this method is supported by the data in this study, certainly over the short four year academic period, and in a milder way, over the lengthier span of a quarter of a century.

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APPENDIX A

U. OF M. RESEARCH QUESTIONNAIRE (MEN'S FORM)

UNIVERSITY OF MINNESOTA RESEARCH QUESTIONNAIRE

(Men's Form)

In the following pages we are asking you for detailed information about yourself. Some questions pertain to your current status and some are historical in nature. Usually you can answer the questions with a simple check mark or short phrase. In this way we can obtain the bulk of the information we need and minimize the imposition on your time.

We realize the shortcomings of this "check-mark" system. Life is not simple, and many times cannot be cut up neatly into a list of categories. In those instances where no categories accurately represent your situation, mark the best answer available, and then qualify your response in the margin. We will make use of these notes in our use of the data.

We hope that you will not omit any of the information requested.

Please fill in the following blanks on this cover sheet. **DO NOT PUT YOUR NAME ANYWHERE ELSE ON THE QUESTIONNAIRE.** When you return the completed form, this cover sheet will be removed and a code number given to the remaining pages of the questionnaire. In this way, no one but the project directors will have any knowledge of whose questionnaire it is. All reports of this data will be in summary form to assure anonymity for each individual.

THE UTMOST CONFIDENCE WILL BE MAINTAINED

NAME ____

First Middle Last

WIFE'S NAME ____

First Middle Maiden

David P. Campbell
Theo. Volsky

Leave this column blank

Code No. ____________ 1-3

* * * * * * * * * * * * * *

PERSONAL DATA

* * * * * * * * * * * * * *

[____] 10

1. AGE ________ (at last birthday) [____] 11

2. CURRENT MARITAL STATUS [____] 12

A. ______ Single (never married) ______ Widowed

______ Married ______ Separated

______ Divorced ______ Other (specify)

____

B. If you have been married more than once, what terminated your previous marriage/s; (e.g. divorce, widowed, etc.) [____] 13

____

C. Number of children ________ [____] 14

Number of grandchildren ________ [____] 15

* * * * * * * * * * * * * *

EDUCATION

* * * * * * * * * * * * * *

3.

COLLEGE	MAJOR	NUMBER OF YEARS ATTENDED	DEGREE(s) AND YEAR OBTAINED	
UNIVERSITY OF MINNESOTA				[____] 16
				[____] 17
				[____] 18

Leave this
Column blank

3. A. IF YOU DID NOT GRADUATE, please check the following statements which are applicable and CIRCLE THE ONE WHICH IS THE MOST IMPORTANT.

____ Dropped out because I was uncertain about my goals.
____ Was not interested in school work.
____ Wanted to go to work right away.
____ Did not have the ability.
____ Got married, or planned to marry shortly.
____ Was needed at home.
____ It seemed financially impossible to continue.
____ Parents did not encourage my continuing.
____ Personal illness.
____ Decided to go to technical, business, or proprietary school.
____ Entered the service.
____ Other (specify) ________________________________

____

[____] 19

4. To your best recollection, what was your chief means of support in college. (Please check applicable sources and fill in percentages.)

	APPROX. PERCENTAGE
____ Parental support (including loans)	________
____ Self-employment	________
____ Savings	________
____ Other loans	________
____ Working wife	________
____ Scholarship	________
____ Other (specify below)	________
________ ________________________	100 % = Total

[____] 20

****

COLLEGE EXTRA-CURRICULAR ACTIVITIES

****

5. In which of the following were you an active participant during college. (Check any which apply.)

____ Off-campus organizations.
____ Editorial staff of campus publication.
____ Musical or dramatic group.
____ Business staff of campus publication or other campus group.
____ Campus group concerned with national or world issues.
____ Inter-collegiate (varsity) athletics.
____ Fraternity, or equivalent.
____ Special interest group; (e.g., Psychology Club, Rover's Club.)
____ Student government.
____ YMCA, other religious groups.
____ Other (Check and specify) ________________________________

[____] 21

Leave this
column blank

6. Did you hold any elected student offices when you were in college.

____ NO ____ YES If YES, how many? ____________ [____] 22

7. About how much time per week would you say you spent on extra-curricular activities.

____ Less than 1 hour. ____ 2-4 hours. ____ 11-20 hours.
____ 1 hour ____ 5-10 hours. ____ Over 20 hours. [____] 23

8. Do you feel any of the above activities contributed something of considerable value to your life during college.

____ NO ____ YES If YES, which ones? ____________ [____] 24

____

9. Looking back from 25 years perspective, do you feel that any of them were a waste of time.

____ NO ____ YES If YES, which ones? ____________ [____] 25

____

10. Do you now feel these activities were valuable for post-college life.

____ NO ____ YES If YES, which ones? ____________ [____] 26

____

11. Do you think students should be as involved with extra-curricular activities as you were.

More involved ____ As involved ____ Less involved ____ [____] 27

12. Listed below are a number of awards and honors. Which of these did you receive during college. (Check any which apply.)

____ Dean's list (for high scholarship)
____ Phi Beta Kappa
____ Other honor society based on academic achievement
____ Graduation with honors (Cum, Magna, Summa)
____ Honor society based on leadership
____ Other scholarship awarded on the basis of academic ability [____] 28
____ Participation in "honors program" at this school
____ Prize or award for scholarship or research work; (e.g., "Smith prize for best biology experiment")
____ Prize or award for literary, musical, or artistic work
____ Took one or more graduate-level courses as an undergraduate
____ Other award or honor (Check and specify) ____________

____

Leave this column blank

13. Please call to mind the students who were your closest male friends during college. Where did you meet them. (Check any which apply.)

___ Knew them before I came here.
___ Dormitory or rooming house.
___ My fraternity or equivalent.
___ Campus activities.
___ Classes in my major field.
___ Classes in other fields.
___ Other (Check and specify) ____________________

___ No close friends at college.

[___] 29

****

GENERAL QUESTIONS REGARDING COLLEGE DAYS

****

14. Which of the following best describes where you lived while in college. (Check any which apply)

___ Fraternity or equivalent.
___ Dormitory or other campus housing.
___ Off-campus room, apartment, house.
___ With my parents.
___ Other (Check and specify) ____________________

[___] 30

15. Listed below are some purposes or results of college. Circle the one which was most important to you personally and, also, circle the one which you think was most important to the typical student. (Circle one in each column)

	Most important to me personally	Most important to the typical student
A basic general education and appreciation of ideas.	X	X
Having a good time while getting a degree.	X	X
Career training.	X	X
Developing the ability to get along with different kinds of people.	X	X

[___] 31

16. What is your feeling about the University of Minnesota. (Check one)

___ I have a very strong attachment to it.
___ I like it, but my feelings are not strong.
___ Mixed feelings.
___ I do not like it much, but my feelings are not strong.
___ I thoroughly dislike it.

[___] 32

Leave this
column blank

****

YOUR PARENTS

****

17. Parents' education. (Check appropriate level for each parent)

	MOTHER	FATHER
Less than 8th grade	___	___
8th grade	___	___
Some high school...................	___	___
High-school graduate...............	___	___
Technical or business, etc.........	___	___
Some college.......................	___	___
College graduate...................	___	___
Some graduate or professional work.	___	___
Received advanced degree...........	___	___

[___] 33

[___] 34

****

WHILE YOU WERE IN COLLEGE

****

18. Father's occupation ______________________________ [___] 35

Mother's occupation ______________________________

19. How would you describe your parents' economic status in comparison with that of your classmate's parents. (Check one)

___ Very much poorer
___ Poorer
___ About average
___ Fairly well-off
___ Well-to-do

[___] 36

20. When you were growing up, how would you describe your feelings toward your family and home situation. (Check one)

___ I was very happy with the way things were.
___ I was happier than average.
___ About average.
___ I was more unhappy than average.
___ I was very unhappy.

[___] 37

21. Did your parents think it was important for you to get a college education. (Check one)

___ Thought it extremely important.
___ Thought it was all right.
___ They were neutral.
___ They were somewhat opposed to the idea.
___ They were very opposed to the idea.

[___] 38

Leave this column blank

****

CURRENT STATUS OF YOUR PARENTS

****

22.

	Living	Deceased	YOUR AGE at time of death
Father	_____	_______	________ years
Mother	_____	_______	________ years

[___] 39

[___] 40

23. Parents' marital status (current or at time of death)

		YOUR AGE at the time
_____	Married	_______
_____	Divorced	_______
_____	Separated	_______
_____	Mother remarried	_______
_____	Father remarried	_______

[___] 41

[___] 42

24. How many brothers and sisters did you have.

A. OLDER brothers _____ OLDER sisters ______

B. YOUNGER brothers ____ YOUNGER sisters ______

[___I___] 43 44

[___I___] 45 46

25. How many of your brothers and sisters are college graduates. ________________

[___] 47

26. Religion:

A. In which were you reared. (Check one)

_____ Protestant (Check and specify) ______________________)
_____ Roman Catholic
_____ Jewish
_____ Other (Check and specify) ______________________)
_____ None

[___] 48

B. Your present preference. (Check one)

_____ Protestant (Check and specify) ______________________)
_____ Roman Catholic
_____ Jewish
_____ Other (Check and specify) ______________________)
_____ None

[___] 49

Leave this
column blank

****

YOUR PRESENT WIFE (If never married, skip to Question 29)

****

27. WIFE'S EDUCATION:

Check highest educational level reached and fill in appropriate blanks.

		DEGREE	SCHOOL NAME	LOCATION	
____	Less than 8th grade.				[____] 50
____	8th grade.				
____	Some high school.				
____	High-school graduate.				
____	Tech. or business, etc.	____	____	____	[____] 51
____	Some college.	____	____	____	
____	College graduate.	____	____	____	
____	Some graduate or professional training.	____	____	____	
____	Received advanced degree.	____	____	____	

28. Wife's current occupation: ____________________

A. She is ____ is not ____ employed outside the home. [____] 52

B. If your wife is employed, would you briefly characterize her job and her job responsibilities: [____] 53

Job Title ____________________

Responsibilities: ____________________

____

____

****

YOUR CHILDREN

****

E D U C A T I O N

NAME (First, Middle)	AGE	SEX	HIGH SCHOOL Name & Location	GRAD?	COLLEGE Name & Location	GRAD?	DEGREE	EMPLOYMENT	Any Outstanding Achievements:
									(Awards Elected Offices Scholarships Honor Society Etc.)

Leave this column blank

****

YOUR CURRENT OCCUPATION

****

NOTE: If you are unemployed or retired, please answer this section as you would for your major occupation.

29. Job Title: ____________________ [___] 54

30. Employer: ____________________ [___] 55

31. Please give a brief description of work performed, or how your time is spent:

____

____

32. Which of the following best describes your current employment situation. (Check all that apply)

____ Unemployed.
____ Disabled. [___] 56
____ Retired.
____ Company with 100 or more employees.
____ Company with fewer than 100 employees.
____ Professional partnership. [___] 57
____ Family business.
____ Self-employed.
____ Research organization or institute.
____ College or University or Junior College.
____ Elementary or secondary school or school system.
____ Other educational institutions; (e.g., technical, vocational school)
____ Federal Government (U.S.)
____ State or Local government
____ Hospital, Church, Clinic, Welfare organization, etc.
____ Other (Check and specify: ____________________)

PLEASE CHECK AS APPLICABLE TO YOU:

33. My work is in: ____ the same field I studied in college. [___] 58
____ a different but related field.
____ an entirely different, unrelated field.

34. I decided on my present type of work ____________________ attending undergraduate college. [___] 59
before while after

35. Length of time you have worked at your present position: ________ Years [___] 60

36. Length of time you have worked at this type of work: ________ Years [___] 61

37. Number of employees you supervise, or are directly responsible: ______ [____] 62

38. Number of hours per week on the average you spend on your job: ______ [____] 63

39. Relationship to supervisor:

I have no supervisor: ______

I work
____ very closely with
____ moderately closely with
____ fairly independently with
____ completely independently of
my supervisor. [____] 64

40. If you were just starting out again, (after leaving college), which of these characteristics would be very important to you in choosing a job or career:

CHECK AS MANY AS APPLY - CIRCLE MOST IMPORTANT ONE: [____] 65

____ Making a lot of money.
____ Opportunities to be original and creative.
____ Opportunities to be helpful to others or useful to society.
____ Avoiding a high-pressure job which takes too much out of you.
____ Living and working in the world of ideas.
____ Freedom from supervision in my work.
____ Opportunities for moderate but steady progress, rather than the chance of extreme success or failure.
____ A chance to exercise leadership.
____ The opportunity to work in a specific geographic area.
____ Job security.
____ Opportunity to work with people rather than things.
____ Other (specify: ____

____

41. Please rate the following in terms of their effect on your career plans or decisions. (Circle one in each row)

	VERY IMPORTANT	FAIRLY	UNIM-PORTANT	REC'D NONE	
A. Vocational or similar psychological tests:	X	X	X	X	[____] 66
B. Discussions with my academic advisor:	X	X	X	X	[____] 67
C. Discussions with faculty members other than my advisor:	X	X	X	X	[____] 68
D. Advice from parents:	X	X	X	X	[____] 69
E. Interviews with a professional psychological or vocational counselor:	X	X	X	X	[____] 70
F. High-school teacher:	X	X	X	X	[____] 71

42. Please rate yourself on the following dimensions as you really think you are. (Circle one in each row)

	VERY	FAIRLY	NEITHER	FAIRLY	VERY		
A. Unfavorable toward modern art.	X	X	X	X	X	Favorable toward modern art.	[___] 72
B. Politically liberal.	X	X	X	X	X	Polit. conserv.	[___] 73
C. Conventional in opinions and values.	X	X	X	X	X	Unconventional in opinions & values.	[___] 74
D. Religious	X	X	X	X	X	Non-religious	[___] 75

****

YOUR SATISFACTION WITH YOUR OCCUPATION

****

In this section, we are trying to find out how well people like their work. We are asking you to distinguish between your occupation (for example, chemist) and your specific job (for example, with the WIDJIT Chemical Company.)

The first group of questions refers to your Occupation. Please answer them considering your Occupation - without thinking of your current Job situation.

43. Check the following statement which best tells how well you like your Occupation.

_____ I hate it.
_____ I dislike it.
_____ I don't like it.
_____ I am indifferent to it.
_____ I like it.
_____ I am enthusiastic about it.
_____ I could not be more satisfied.

44. Check one of the following to show how much of the time you feel satisfied with your Occupation.

_____ All of the time.
_____ Most of the time.
_____ A good deal of the time.
_____ About half of the time.
_____ Occasionally
_____ Seldom
_____ Never

45. Check one of the following which best tells how you feel about changing your Occupation:

____ I would quit this Occupation at once if I could get anything else to do.
____ I would enter almost any other Occupation in which I could earn as much as I am earning now.
____ I am not eager to change my Occupation, but I would do so if I could get into a better Occupation.
____ I cannot think of any Occupation for which I would exchange mine.
____ I would not exchange my Occupation for any other.

46. Check one of the following to show how you think you compare with other people:

____ No one likes his Occupation better than I.
____ I like my Occupation much better than most people like theirs.
____ I like my Occupation better than most people like theirs.
____ I like my Occupation about as well as most people like theirs.
____ I dislike my Occupation more than most people dislike theirs.
____ I dislike my Occupation much more than most people dislike theirs.
____ No one dislikes his Occupation more than I.

47. If you had your life to live over, would you choose the same Occupation?

____ I am sure I would not.
____ I doubt if I would.
____ I might not.
____ I don't know.
____ I think I would.
____ I'm quite sure I would.
____ I'm sure I would.

48. Would you suggest that a young person with the same abilities and interests that you have enter your Occupation?

____ Very strongly.
____ Yes, in most cases.
____ Probably.
____ If he could not get anything better.
____ Not in most cases.
____ No.

49. How satisfied are you with the amount of prestige attached to your Occupation?

____ very dissatisfied.
____ somewhat dissatisfied.
____ not quite satisfied.
____ indifferent to it.
____ satisfied.
____ very well satisfied.
____ completely satisfied.

Leave this
column blank

50. If you were to change your Occupation in the next five years, what do you think the reason would be?

____ To enter a more interesting Occupation.
____ To get more pay in a new Occupation.
____ To enter an Occupation with more prestige.
____ To gain more independence in my work.

51. Which gives you more satisfaction? (Check one)

____ Your Occupation.
____ Equal satisfaction from Occupation and spare-time activities.
____ The things you do in your spare time.

[________]
1-3

[____]
10

[____]
11

[____]
12

****

YOUR SATISFACTION WITH YOUR JOB

****

The next group of questions refers to your present Job Situation; (e.g., working for the University of Minnesota). As you answer, consider your specific job and the things about it that you like or dislike.

52. Choose the one of the following statments which best tells how well you like your Job Situation. (Place a check-mark in front of that statement.)

____ I hate it.
____ I dislike it.
____ I don't like it.
____ I am indifferent to it.
____ I like it.
____ I am enthusiastic about it.
____ I couldn't be more satisfied.

53. Check one of the following to show how much of the time you feel satisfied with your Job Situation.

____ All of the time.
____ Most of the time.
____ A good deal of the time.
____ About half of the time.
____ Occasionally
____ Seldom
____ Never

54. Check one of the following which best tells how you feel about changing your Job.

____ I would quit this Job at once if I could get anything else to do.
____ I would take almost any Job in which I would earn as much as I am earning now.
____ I would like to exchange my present Job for another in the same line of work.
____ I am not eager to change my Job, but I would do so if I could get into a better Job.
____ I cannot think of any Job for which I would exchange mine.
____ I would not exchange my Job for any other.

55. Check one of the following to show how you think you compare with other people.

____ No one likes his Job better than I like mine.
____ I like my Job much better than most people like theirs.
____ I like my Job better than most people like theirs.
____ I like my Job about as well as most people like theirs.
____ I dislike my Job more than most people dislike theirs.
____ I dislike my Job much more than most people dislike theirs.
____ No one dislikes his Job more than I dislike mine.

56. If you had your life to live over, would you choose the same Job? (Check one)

____ I am sure I would not.
____ I doubt if I would.
____ I might not.
____ I don't know.
____ I think I would.
____ I am quite sure I would.
____ I am sure I would.

57. Would you suggest that a young person with the same abilities and interests that you have enter a Job Situation similar to yours?

____ Very strongly.
____ Yes, in most cases.
____ Probably.
____ If he could not get anything better.
____ Not in most cases.
____ No.

58. How satisfied are you with the amount of prestige attached to your Job? (Check one)

____ very dissatisfied.
____ somewhat dissatisfied.
____ not quite satisfied.
____ indifferent to it.
____ satisfied.
____ very well satisfied.
____ completely satisfied.

Leave this
column blank

59. Which gives you more satisfaction? (Check one)

____ Your Job.
____ Equal satisfaction from Job and spare-time activities.
____ Things you do in your spare time.

[____I____]
13 14

[____I____]
15 16

[____]
17

****

YOUR EMPLOYMENT HISTORY

****

In the next few pages, we are asking you about your previous jobs. We are particularly concerned with:

Are people in occupations closely related to their college training?

Why do people change jobs?

At about what point in life is the final occupation chosen? Etc.

60. Since leaving college, how many times have you been unemployed longer than two weeks.
____ Times.
[____]
18

61. About how many months (totally) since you left college have you been unemployed. (Do not include long vacations, etc., that you took by choice.)
____ Months
[____]
19

NOTE The first page following asks about your FIRST JOB AFTER LEAVING THE UNIVERSITY.

Please fill out one page for each job you have held OVER SIX MONTHS, up to your current job.

If you have held more jobs than there are pages, please use as many blank sheets as necessary to provide us with the information on subsequent jobs. Follow the outline as given on this form.

****

YOUR EMPLOYMENT HISTORY

****

This page is for the first full-time job you held after leaving the University. If it is the same job that you hold currently, skip to Question 81.

62. Job Title (and/or Rank) ________________________

63. Duties: (How you spent your time) ________________________ [ ] 20

____

64. Number of employees you supervised or were directly responsible: ______ [ ] 21

65. Please check as applicable.

The work was:
____ very closely related to my field of study in college.
____ in a related but different field.
____ not at all related to my field of study in college. [ ] 22

66. Dates of employment: FROM ______ TO ______ Total years ________ [ ] 23

67. Approximate salary or income: Starting $ __________ [ ] 24

Leaving $ __________ [ ] 25

68. Did you receive any promotions while on this job? NO ____ YES ____

If YES, specify. ________________________ [ ] 26

____

69. Reasons for leaving this job or business. (Check all those which apply - Circle the one most important)

____ Return to school
____ Military service
____ Service discharge
____ Health
____ Business decline, laid off
____ Fired
____ Job was too demanding

____ Was offered better job elsewhere
____ Not enough financial return
____ No opportunity for advancement [ ] 27
____ Did not like the work
____ Did not like the people
____ Did not like the location [ ] 28
____ Work was not challenging enough
____ Other (specify) ____________

____

70. Please check as applicable, distinguishing between Occupation and the particular Job; for example, between being a chemist and working at the Widjit Chemical Company. (Place one check in each column) [ ] 29

OCCUPATION	JOB	FEELING:
______	____	I very much liked it.
______	____	I was moderately satisfied.
______	____	I was moderately dissatisfied.
______	____	I very much disliked it.

****

YOUR EMPLOYMENT HISTORY

****

This page is for the next full-time job you held.

71. Job Title (and/or Rank) ____________________

72. Duties: (How you spent your time) ____________________ [ ] 30

____

73. Main reasons for selecting this job over the previous job: (Check ALL that apply and Circle the ONE most important) [ ] 31

____ Higher pay	____ Better geographical location
____ Less pressure	____ More challenging work
____ More security	____ More time for family
____ More freedom	____ No choice - only job available
____ More prestige	____ More chance for promotion
____ More interesting	____ Other (specify) ____________

____

74. Number of employees supervised or directly responsible for: ________ [ ] 32

75. The work was:
____ very closely related to my field of study in college.
____ in a related but different field.
____ not at all related to my field of study in college.

76. Employment dates: FROM ________ TO ________ Total Years ________ [ ] 33

77. Approximate salary or income: Starting $________ Leaving $________ [I] 34 35

78. Did you receive any promotions while on this job? NO ____ YES ____

If YES, specify: ____________________ [ ] 36

____

79. Reasons for leaving: (Check all those applying - Circle the one most important) [ ] 37 [ ] 38

____ Return to school	____ Was offered better job elsewhere
____ Military service	____ Not enough financial return
____ Service discharge	____ No opportunity for advance
____ Health	____ Did not like the work
____ Business decline/laid off	____ Did not like the people
____ Fired	____ Did not like the location
____ Job was too demanding	____ Work was not callenging enough
____ Other (specify)	

____

80. Please check as applicable, distinguishing between Occupation and the particular Job; for example, between being a chemist and working at the Widjet Chemical Company. (Place one check in each column) [ ] 39

OCCUPATION	JOB	FEELING:
____	____	I very much liked it.
____	____	I was moderately satisfied.
____	____	I was moderately dissatisfied.
____	____	I very much disliked it.

Next
section
starts
here.
Q.81

****

AWARDS, HONORS, ETC.

****

81. Please indicate your achievements or honors you have won, and total the number in each category: [____________] 1-3

		TOTAL NUMBER	[___] 10
___	Fiction articles and books published.	____	[___] 11
___	Technical articles or books published.	____	[___] 12
___	Other non-fiction articles and books published.	____	[___] 13
___	Patents	____	[___] 14
___	Other publications: (Specify) ______________________________	____	[___] 15
___	Awards for Art.	____	[___] 16
___	Awards for Music.	____	[___] 17
___	Awards for dramatic productions and performances.	____	[___] 18
___	Armed Forces Service Medals and decorations awarded on individual basis (Silver Star, Purple Heart, etc.) (Do not include theater ribbons, unit awards, etc.)	____	[___] 19
___	Civic awards.	____	[___] 20
___	Professional or Business awards.	____	[___] 21
___	Athletic awards.	____	[___] 22
___	Invitational Addresses; (i.e., Wm. James lecture at Harvard).	____	[___] 23
___	Other. (Please think carefully and specify any other awards and honors you have won.)	____	[___] 24

____

____

____

____

____

82. Has your wife received any awards or recognition for anything of the above nature? If so, what? [___ I ___] 25 26

____

____

____

____

____

83. Have you ever been on television? [___] 27

NO ______

YES ______ If YES, how many times: ______

For what reasons: ______________________________

____

____

____

____

84. How many speeches have you given in the past two years? (Include papers read at professional meetings) ______________ [___] 28

****

ORGANIZATIONS AND ACTIVITIES

****

85. In which of the following organizations are you an active participant, and about how many hours per month do you spend in this activity?

Check any applicable and fill in number of hours:

	ORGANIZATIONS	HOURS PER MONTH	
____	Union: (Engineers, carpenter, electrician, etc.)	____	[ ] 29
____	Professional: (AMA, Local Bar Assoc., APA, etc.)	____	[ ] 30
____	Business: (NAM, NOMA, Chamber of Commerce, etc.)	____	[ ] 31
____	Religious and Fellowships: (Masons, Knights of Columbus, Shriners, etc.)	____	[ ] 32
____	Civic Groups: (PTA, Homeowners Assoc., Urban League, Better Business Bureau, etc.)	____	[ ] 33
____	Service Clubs: (Kiwanis, Rotary, Lions, Elks, etc.)	____	[ ] 34
____	Political: (GOP, DFL, ADA, ACLU, etc.)	____	[ ] 35
____	Agricultural: (Farm Bureau, Grange, etc.)	____	[ ] 36
____	Charitable: (YMCA, Hospital Assoc., United Fund, etc.)	____	[ ] 37
____	Religious services: (Church Board, B'nai B'rith, etc.)	____	[ ] 38
____	Social: (Country Club, Athletic Club, etc.)	____	[ ] 39
____	Special Interest and Hobby Clubs: (Dance, Bridge, Model Train, Sports Car, etc.)	____	[ ] 40
____	Other (Please specify). ____________________	____	[ ] 41

____

____

86. Within the past two years, have you held any elected offices in any of the above?

NO ______

YES ______ If YES, please specify: [I] 42 43

____

____

********************** Leave this column blank

YOUR ECONOMIC STATUS

****

In this section, we would like to ask you about your current economic status. This is a very personal area, but we would like very much to have some idea of how college freshmen of the 1930's are doing in today's economy. Of course, none of this individual information will be released to anyone.

Please place checks in the appropriate places and fill in where necessary.

87. _____ Renter If RENTER, rent paid: $______________/ [____] 44

_____ Home Owner If HOME OWNER, the current market value of my home is approximately: $____________ $ _____ ______ [____] 45

The range of values, or the average market value of residences in my neighborhood is approximately:

$ ____________________ [____] 46

88. _____ I do
_____ I do not
] have a summer cabin or other type of second home. [____] 47

89. Amount of life insurance carried on your life:

INCLUDE ONLY "PERSONAL" INSURANCE, NOT THAT CARRIED ON YOU AS A PROTECTION FOR YOUR BUSINESS. INCLUDE GROUP-INSURANCE PLANS...

_____ NONE
_____ Less than $10,000
_____ $10,001 to $20,000
_____ $20,001 to $50,000
_____ $50,001 to $100,000
_____ $100,001 to $200,000
_____ More than $200,001

[____] 48

90. What is your total family yearly income before taxes:

(Include both your own and your wife's salary, income from investments, rent, etc.)

$ ____________________ Per year to the nearest thousand. [____] 49

91. Approximately, what per-cent fall in each of the following categories?
(Just enter amount if that is easier than calculating percentages)

__________ Own salary (include commissions, etc.)

__________ Your wife's salary.

__________ Royalties.

__________ Rent from property. [___] 50

__________ Dividends, trust funds, interest on savings, etc.

__________ Stock and bond sales.

__________ Consulting and speaking fees.

__________ Other (Specify) ______________________________

100% TOTAL

92. About how much would you estimate your current estate to be?
(Include value of home, other property owned, cash value of insurance policies, stocks and bonds, business owned, other valuables, etc.)

$ ____________________ Roughly, what per-cent of this is due to inherited wealth? [___] 51

__________ % [___] 52

93. We would like to have some idea of trends over the years. Could you indicate your approximate annual income before taxes for each of the years indicated below. (Do not include wife's income.)

ANNUAL INCOME

1940 $ ____________________ [___] 53

1945 $ ____________________ [___] 54

1950 $ ____________________ [___] 55

1955 $ ____________________ [___] 56

1960 $ ____________________ [___] 57

****

REST AND RELAXATION

****

In this section we are interested in the things you do in your spare time. (Yes, we know. We don't have much either.)

READING:

94. What kind of reading do you most enjoy?

____ [___]
58

____

95. About how many books would you say you have read in the past 12 months?

__________ [___]
59

96. Roughly, how many books totally, would you estimate you own?

__________ [___]
60

97. About how many books do you buy in a typical 12-month period?

__________ [___]
61

98. Which of these Magazines do you subscribe or buy regularly?

____ American Home
____ Argosy
____ Atlantic Monthly
____ Better Homes & Gardens
____ Capper's Farmer
____ Coronet
____ Fortune
____ Farm Journal
____ Good Housekeeping
____ Harper's
____ Holiday
____ Ladies Home Journal
____ Life
____ Look
____ McCall's
____ Nation
____ National Geographic
____ National Review
____ New Republic
____ Newsweek
____ New Yorker

____ Parents' Magazine
____ Popular Mechanics
____ Popular Science
____ Reader's Digest
____ Redbook
____ Saturday Evening Post
____ Science
____ Scientific American
____ Sports Afield
____ Sports Illustrated
____ Successful Farming
____ The Farmer
____ Time
____ True
____ U. S. News & World Report
____ Other (Specify)

____

____

____

[___]
62

[___]
63

[___]
64

Which Newspapers do you subscribe or buy regularly?

[___]
65

LOCAL: ______________________________________

OTHER: ______________________________________

100. Have you ever written a letter to the editor?

___ No ___ Did it once or twice. ___ Do it reasonably often. [___] 66

101. Have you ever written a letter to your Senator, Congressman, or any other government representative?

___ No ___ Did it once or twice. ___ Do it reasonably often. [___] 67

102. About how often do you watch television?

___ Never
___ Less than 1 hour weekly.
___ About 2-5 hours weekly.
___ About 1 hour daily.
___ 2-5 hours daily.
___ 6-10 hours daily.
___ More than 10 hours daily.

[___] 68

103. List the two or three television programs you watch most regularly and Circle your favorite one. (This is one area where individuals frequently list some "intellectual" programs that they think they should watch. If GUNSMOKE or HUCKLEBERRY HOUND are your favorites, do not be ashamed to say so.) [___] 69

___

___

___

104. Do you ever attend lectures of various sorts: scientific, art, foreign affairs, community forums, etc. other than those connected with your work? [___] 70

___ No ___ Yes If YES, what kind of affairs do you attend:

___

105. About how often do you go to movies? [___] 71

___ Twice a week or more
___ Once a week
___ Once every two weeks
___ Once a month
___ Once every few months
___ Once a year
___ Never

106. About how often do you go to plays? [___] 72

___ Twice a week or more
___ Once a week
___ Once every two weeks
___ Once a month
___ Once every few months
___ Once a year
___ Never

107. What kind of music do you most enjoy? ___ [___] 73

___

108. Do you own a hi-fi?

____ No ____ Yes, I have ____ Monaural ____ Stereo ____ FM Tuner [____] 74

109. About how many phonograph records do you own, roughly? ________ [____] 75

110. About how many phonograph records do you purchase in a typical 12-month period? ________ [____] 76

111. How many concerts do you attend in a typical 12-month period? ____ [____] 77

112. Does your home contain paintings, sketches, prints, statues, or anything of that sort?

____ No ____ Yes If YES, how many would you estimate? ________ [____] 78

113. Have you purchased anything of this nature in the past 12 months?

____ No ____ Yes If YES, about how many? ________ [____] 79

114. What about sports?

A. Please list those sporting activities that you attend as a spectator:

________________________________ [____] 80

____

________________________________ [________] 1-3

B. List sports that you participate in reasonably often: [____] 10

____

____

115. About how often do you attend sporting events?

____ Twice a week or more
____ Once a week
____ Twice a month
____ Very irregularly
____ Never

[____] 11

116. About how often do you participate in any sport?

____ Daily
____ Twice a week
____ Once a week
____ Twice a month
____ Very irregularly
____ Never

[____] 12

117. **Please list other hobbies, interests, or leisure-time activities which you spend time; for example, gardening, collections, photography, that have not been covered above:** [___] 13

____

____

____

118. **About how much time a week do you spend on these? ________ Hours** [___] 14

****

YOUR HEALTH

****

119. **Height: ______ Weight: ______ We will keep this confidential, of course.** [___] 15 [___] 16

120. **Approximately, how many days of work have you missed because of illness in the last two years?**

(For those not regularly working, answer as if you had a full-time job outside your home.) ________ [___] 17

121. **How many times have you gone to the doctor in the past two years? ___**

For what reasons:

- ____ Check-Up
- ____ Major surgery
- ____ Physical illness
- ____ Serious accident
- ____ Emotional disturbance
- ____ General advice
- ____ General health advice
- ____ Other (Please specify)

____

______________________________ [___] 18

122. **Have you been hospitalized (for either physical or emotional reasons?**

____ No ____ Yes How many times? ________ [___] 19

If YES [For how long? ________

For what reasons? ____________________

____

____

____

123. Do you have any particular physical or health trouble?

____ No ____ Yes

If YES, please check appropriate space: [____] 20

____ Asthma or Hay Fever
____ Cancer
____ Diabetes
____ Emotional disorder
____ Heart condition
____ High-blood pressure
____ Multiple Sclerosis
____ Nervousness
____ Ulcers

____ Physical disability (Specify)
____
____

____ Other (Please specify):
____
____

124. Please check if you use any of the following prescription drugs:

____ Sedatives
____ Tranquilizers
____ Sleeping pills
____ Energizers (Dexadrine, Benzadrine, etc.)

____ Other (Please specify):
______________________________ [____] 21

IF USED, about how often?

____ Every day
____ Several times a week
____ Once or twice a week
____ Once or twice a month
____ Less than once a month [____] 22

125. What is your present state of health?

____ Poor - (If so, is this a usual state? ____ or a temporary state? ________) [____] 23
____ Fair
____ Average
____ Excellent

126. Do you have a family doctor? ____ No ____ Yes [____] 24

127. Have you ever gone to a psychiatrist or psychologist?

____ No ____ Yes - If YES, how long ago was that? ____________ [____] 25
If YES, length of time you saw him? ______

128. Since you entered college, has a health problem (either your own or other persons' in the family) significantly affected your subsequent life?

____ No ____ Yes If YES, please specify details: [____] 26

____
____
____

THE END

Thank you for completing this Herculean task. We intend to make the summary results of this data available to all the participants who are interested in it.

Would you like to receive a summary report of this study?

_____ NO

_____ YES [ ] 27

Concerning the interest inventory and scholastic aptitude test we are asking you to complete, would you like to receive a personal report of your results?

_____ NO

_____ YES [ ] 28

_______________________ [ ] 29

Date Completed

Return questionnaire to:

Dr. David Campbell
University of Minnesota
101 Eddy Hall
Minneapolis 14, Minnesota

APPENDIX B

U. OF M. RESEARCH INTERVIEW FORM

INSTRUCTIONS TO INTERVIEWER

1. **PLEASE READ THROUGH THE INTERVIEW FORM BEFORE BEGINNING AN INTERVIEW.**
2. The form will be used on men and women, married and single, employed, retired and never employed, with and without children. Consequently, you will be required to use your own judgment in phrasing some of the questions and in asking or omitting some of the questions.
3. The notes on the left side of the page are for your information only and are not to be read to the subject. They give you further directions, give examples of expected and/or acceptable responses, give the purpose of the question, etc.
4. The questions to be read to the subject are in CAPITAL LETTERS on the right side of the page. Only that which is in CAPITAL LETTERS on the right side of the page is to be read aloud.
5. Respondent's possible answers are in small letters with a short line preceding them. Place a check before the appropriate answer and/or write in comments the person may have. Avoid writing in the far right column. That space is for tabulating.
6. Do not read aloud that which is in parentheses and lower case on the right hand side of the page--this is further directions for you in asking subsequent questions.
7. Exercise judgment in probing. Most areas to be probed are indicated. You will have to phrase your own probes depending upon what respondent has said. Try not to influence answers by suggesting possible replies. Restate the question without adding anything new, or ask the person to be more specific, to give examples, to tell you a little more about it, etc., or just wait--looking expectantly at the person.
8. It is important that the person be interviewed alone, in a relatively quiet place, without interruptions. It is especially important that spouse or children not be present due to the nature of some of the questions.
9. At one point, you will administer a 50 minute test. Therefore, you are advised to bring along some reading material or something you can do quietly. Also, at this time, you should consider the rating scale which is inserted at that point and begin making your judgments. Do not make your final judgment until you have completed the interview.
10. Please read through the interview form before beginning an interview.

Introduction

Identify yourself as a representative of the University of Minnesota. Refer to letters from the University to the person. Confirm that person is the subject sought, ie., entered the University of Minnesota in 1933-1936 as a freshman.

Purpose of the Project (Read to the subject):

JUST TO REFRESH YOUR MEMORY AS TO THE PURPOSE OF THIS PROJECT, IT IS A LONG-TERM FOLLOW-UP ON PEOPLE WHO ENTERED COLLEGE DURING THE DEPRESSION. BASICALLY, WE ARE ATTEMPTING TO INCREASE OUR ABILITY TO HLEP YOUNG PEOPLE WITH REGARD TO COLLEGE ATTENDANCE, COLLEGE PROGRAM, AND SUBSEQUENT POST-COLLEGE SUCCESS AND SATISFACTION.

Uniqueness of the Project (Read to subject):

SUCH A FOLLOW-UP, WHICH GOES BACK 25-30 YEARS, WILL BE ONE OF THE FIRST OF ITS KIND. THE UNIQUENESS AND IMPORTANCE OF THE PROJECT REQUIRES ANSWERS WHICH ARE, MORE THAN THE AVERAGE, FRANK, STRAIGHTFORWARD, AND COMPLETE. SOME OF THE QUESTIONS MAY SEEM SILLY OR OBVIOUS TO YOU: SOME MAY SEEM PETTY OR PERSONAL. YOUR ANSWERS WILL SUPPLY INFORMATION, HOWEVER WHICH WILL BE VERY IMPORTANT IN INCREASING OUR ABILITY TO EDUCATE OUR YOUNG PEOPLE MORE EFFECTIVELY.

Confidential (Read to the subject):

OF COURSE, ALL OF YOUR ANSWERS WILL BE HELD STRICTLY CONFIDENTIAL.

IF I JUST START, YOU'LL SEE WHAT WE'RE TRYING TO FIND OUT AND HOW IT GOES!

NAME OF SUBJECT ______________________________ (________) 1-3
First Middle Maiden Last

NAME OF INTERVIEWER ______________________________
First Middle Last

TIME INTERVIEW BEGAN ____________________

The purpose of questions 1-4 is to enable you to phrase later questions appropriately--questions dealing with work, marriage, family, etc. So keep these answers in mind.

1-a. ARE YOU MARRIED?

___yes (If yes, ask Q. 1-c) (______) 11
b. ___no (If no) HAVE YOU EVER BEEN MARRIED?

___no
c. ___yes (If yes) DO YOU HAVE ANY CHILDREN? (______) 12

___no
d. ___yes (If yes) BOYS OR GIRLS, AND WHAT ARE THEIR AGES?

sex: ___ ___ ___ ___ ___

age: ___ ___ ___ ___ ___

Record all answers verbatim if possible.

Paraphrase as little as possible

Select key phrases from the response for recording long answers.

2-a. ARE YOU NOW EMPLOYED?

b. ___yes (If yes) WHAT IS YOUR OCCUPATION? (______) 13

____

c. ___no (If no) HAVE YOU EVER BEEN EMPLOYED OUTSIDE THE HOME SINCE LEAVING COLLEGE?

___no
d. ___yes (If yes) WHAT WAS YOUR MAJOR OCCUPATION?

____

3-a. DID YOU GRADUATE FROM COLLEGE?

___yes

b. ___no (If no) HOW LONG DID YOU GO TO COLLEGE? (_____) 14

___years

Try to get information without influencing what person says. Do not put words in his mouth!

4. WHAT WAS YOUR MAJOR IN COLLEGE?____________ (_____) 15

____

5. WHY DID YOU GO TO COLLEGE?____________ (_____) 16

____

Intent: Liberal education? Career preparation?
Parents' choice? Socialization? Find a husband?

6-a. DO YOU THINK YOUR UNIVERSITY EXPERIENCE WAS REALLY WORTH THE TIME, MONEY, AND EFFORT THAT YOU SPENT?

Try to get more information than a superficial yes/no answer.

Before probing, let person say what he wants. Do not put words in his mouth!

b. ___no. WHY NOT?____________ (_____) 17

____

c. ___yes. IN WHAT WAYS?____________

____

eg: helped me in my job; improved me personally; should have worked instead; etc.

7-a. DID THE DEPRESSION HAVE ANY EFFECT ON YOUR EDUCATION?

___no.

b. ___yes. IN WHAT WAY?____________ (_____) 18

____

____

eg: could not go to desired college: could not find job so went to college.

8. (If not mentioned earlier) DID IT PREVENT YOU FROM REACHING YOUR EDUCATIONAL GOAL?

___no. ___yes.

(____)
19

9. WHAT EFFECT DID THE DEPRESSION HAVE ON YOU AFTER YOU LEFT THE UNIVERSITY? ____________________

____

(____)
20

eg: Continued graduate work because of lack of job; was unemployed for awhile; could not get job in desired area.

The next 6 questions are quite important to our study. Try to do a particularly good job of probing and recording here.

10-a. IF YOU HAD IT TO DO OVER, WOULD YOU ENROLL IN THE UNIVERSITY OF MINNESOTA AGAIN?

b. ___no. WHAT WOULD YOU DO? ____________________

____

c. ___yes. WHY? ____________________________

____

(____)
21

11. WHAT COULD THE UNIVERSITY HAVE DONE DIFFERENTLY THAT WOULD HAVE HELPED YOU MORE? ______________

____

(____)
22

eg: more personal contact with faculty; emphasize intellectual development; nothing; couldn't do what I needed.

12. WHAT ASPECTS OF THE UNIVERSITY OF MINNESOTA--ACTIVITIES, FACILITIES, ETC.--DO YOU FEEL WERE PARTICULARLY WORTHWHILE, AND WHY?

____

____

(____I____)
23 24

13. WHAT ARE YOUR MAIN CRITICISMS OF THE UNIVERSITY PROGRAMS AS YOU EXPERIENCED THEM 25 YEARS AGO?

____

____

____

(____)
25

14. WHAT ARE YOUR MAIN CRITICISMS OF THE UNIVERSITY CURRENTLY?____________________ (____) 26

____

15-a. AS AN ADULT, HAS ANY UNIVERSITY OR COLLEGE HELPED OR BENEFITTED YOU IN ANY SPECIFIC WAY, SAY, IN THE LAST 5 YEARS?

___no.
b. ___yes. WHICH SCHOOL?________________ (____) 27

c. WHAT HELP?____________________ (____) 28

____

eg: extension courses, services offered by various departments.

16. WHEN YOU WERE IN COLLEGE, DID YOU EVER DO ANYTHING FOR WHICH, IF YOU'D BEEN CAUGHT, YOU WOULD HAVE BEEN EXPELLED? YOU DON'T HAVE TO GIVE DETAILS--JUST THINK BACK AND ANSWER YES OR NO.

___yes. ___no. (____) 29

17-a. DO YOU FEEL EVERYONE WHO HAS THE ABILITY SHOULD GO TO COLLEGE?

b. ___no. WHY NOT?____________________

______________________________ (____) 30

c. ___yes. WHY DO YOU THINK SO?________________

____

18. WHICH DIRECTION, IF EITHER, SHOULD WE GO IN PROVIDING HIGHER EDUCATION FOR AMERICA'S TALENTED YOUTH: MAKE IT FREE TO ALL (AS WE DO SECONDARY SCHOOL) OR BY PERSONAL LOANS FROM THE GOVERNMENT TO CAPABLE INDIVIDUALS?

___neither (____) 31
___free to all
___government loans

comments:____________________________

____

____

____

Ask 19-30 of all who are now employed, or have worked at any job since leaving college. If never worked, skip to Question 31.

NOW I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR WORK. (IF YOU HAVE WORKED AT ALL SINCE LEAVING COLLEGE, BUT ARE NOT NOW EMPLOYED, OR ARE RETIRED, PLEASE ANSWER AS YOU WOULD FOR YOUR MAJOR OCCUPATION.)

19. HOW DID YOU HAPPEN TO ENTER YOUR PRESENT OCCUPATION? (Pause. If necessary, say, HAD YOU ALWAYS PLANNED THIS, WAS IT HAPPENSTANCE, OR WAS IT A COMBINATION OF SEVERAL THINGS? Probe briefly.)

____ (____) 32

20. IS YOUR WORK WHAT YOU THOUGHT IT WOULD BE BEFORE YOU BEGAN IN THIS FIELD?

___no. ___yes. (____) 33

comment:________________________________

____

21-a. GENERALLY SPEAKING, ARE YOUR INTERESTS TYPICAL OF OTHERS IN YOUR FIELD? (If necessary, say, DO YOU LIKE THE SAME KINDS OF PEOPLE, ACTIVITIES, ETC.)

___yes.

b. ___no. HOW DO THEY DIFFER?________________ (____) 34

____

Intent: generally interests of men in any occupation can be differentiated from men in general. Does this person feel he could be spotted this way?

22-a. IS YOUR WORK CLOSELY CONNECTED WITH WHAT YOU STUDIED IN COLLEGE?

___yes (____) 35

b. ___no. WOULD YOU RATHER BE WORKING IN THE AREA YOU STUDIED?

___no.

c. ___yes. WHAT PREVENTS YOU FROM DOING SO? (____) 36

____

____

23. WHAT INFLUENCED YOU IN CHOOSING YOUR PRESENT OCCUPATION?________________________ (______) 37

____

This is another important area. Probe diligently on the next few questions.

24-a. DO YOU REMEMBER ANY ONE PERSON WHO WAS PARTICULARLY INFLUENTIAL IN ADVISING YOU ABOUT WHICH OCCUPATION YOU SHOULD ENTER?

___no.

b. ___yes. WHO (WHAT RELATIONSHIP DID THEY HAVE WITH YOU)? (______) 38

____

25-a. DID YOU EVER RECEIVE ANY FORMAL VOCATIONAL COUNSELING WHILE YOU WERE IN COLLEGE? (______) 39

___no.

b. ___yes. DO YOU REMEMBER WHAT THE COUNSELOR SAID?

___no.

c. ___yes. WHAT?________________________ (______) 40

____

d. DID IT HAVE ANY INFLUENCE ON YOUR LIFE? (______) 41

___no.

e. ___yes. IN WHAT WAY?________________

____

____

f. DO YOU THINK THE COUNSELING WAS HELPFUL?

___no. ___yes. (______) 42

comments:________________________________

____

____

26-a. (If not mentioned previously) HAVE YOU EVER HAD ANY CONTACT WITH THE UNIVERSITY TESTING BUREAU OR STUDENT COUNSELING BUREAU AT THE UNIVERSITY OF MINNESOTA?

___no.
b. ___yes. IN WHAT RESPECT?______________ (____) 43

____

c. WAS IT HELPFUL? (____) 44

___no. ___yes.

comments:______________________

____

27. WHAT ARE THE 2 or 3 MOST IMPORTANT ABILITIES NECESSARY TO DO A REALLY GOOD JOB AT THE KIND OF WORK YOU DO?

(1)____________________________ (____) 45

(2)____________________________ (____) 46

(3)____________________________ (____) 47

28. HOW WOULD YOU RANK YOURSELF ON EACH OF THESE ABILITIES?

(1)	(2)	(3)	
___	___	___	VERY GOOD
___	___	___	BETTER THAN AVERAGE
___	___	___	AVERAGE
___	___	___	NOT VERY GOOD

(____) 48

(____) 49

(____) 50

29-a. REGARDLESS OF HOW MUCH YOU LIKE YOUR WORK, IS THERE SOME OTHER KIND OF WORK YOU'D RATHER BE DOING?

___no.
b. ___yes. WHAT IS IT?______________ (____) 51

____

c. WHY DO YOU THINK YOU WOULD LIKE THAT BETTER THAN THE WORK YOU'RE DOING NOW? (____) 52

____

____

____

Ask married men only.

Then skip to page 14 to give the Minnesota Scholastic Aptitude Test.

30-a. HOW DOES YOUR WIFE FEEL ABOUT YOUR WORK? ________ (____) 53

____

____

b. (If not indicated above) DOES SHE THINK IT SUITS YOUR SKILLS AND INTERESTS? (____) 54

___yes.

c. ___no. WHAT KIND OF WORK OR WHAT POSITION DOES SHE THINK WOULD SUIT YOU BETTER?

____

____

Ask working mothers only, including those who are not now employed but have worked since leaving college.

31. WHAT EFFECT DO YOU THINK YOUR WORKING HAS HAD ON THE DEVELOPMENT OF YOUR CHILDREN?

____ (____) 55

____

____

Ask working women who are now or have been married Questions 32-35.

32. WHAT EFFECT DO YOU THINK WORKING HAS HAD ON YOUR MARRIAGE? ________________ (____) 56

____

Ask working women who are now or have been married.

33. HOW DOES (OR DID) YOUR HUSBAND FEEL ABOUT YOUR WORKING? ________________ (____) 57

____

____

34. WHAT ARE THE MAJOR ADVANTAGES OF WORKING?

______________________________________ (____) 58

____

35. WITH RESPECT TO YOUR PERSONAL SITUATION, WHAT ARE THE DISADVANTAGES OF WORKING?

______________________________________ (____) 59

____

Ask only those who are not asked Questions 19-30, ie, those who never worked since leaving college.

36. WHAT INFLUENCED YOU IN CHOOSING YOUR MAJOR IN COLLEGE?____________________________ (____) 37

____

37. DO YOU REMEMBER ANY ONE PERSON WHO WAS PARTICULARLY INFLUENTIAL IN ADVISING YOU ABOUT IT?

___no.
b. ___yes. WHO (WHAT RELATIONSHIP DID THEY HAVE WITH YOU)?________________________ (____) 38

____

This is another important area. Probe diligently on the next few questions.

38. DID YOU EVER RECEIVE ANY FORMAL VOCATIONAL OR EDUCATION COUNSELING WHILE YOU WERE IN COLLEGE?

___no. (____) 39
b. ___yes. DO YOU REMEMBER WHAT THE COUNSELOR SAID?
___no.
c. ___yes, WHAT?____________________________ (____) 40

____

____

d. DID IT HAVE ANY INFLUENCE ON YOUR LIFE?

___no. (______)
e. ___yes. IN WHAT WAY?____________ 41

____

____

f. DO YOU THINK THE COUNSELING WAS HELPFUL?

(______)
___no. ___yes. 42

comments:______________________

____

____

39-a. (If not mentioned previously,) HAVE YOU EVER HAD ANY CONTACT WITH THE UNIVERSITY TESTING BUREAU OR STUDENT COUNSELING BUREAU AT THE UNIVERSITY OF MINNESOTA?

___no. (______)
b. ___yes. IN WHAT RESPECT?____________ 43

____

c. WAS IT HELPFUL?

(______)
___no. ___yes. 44

comments:______________________

____

Ask women who are now or have been married Questions 40-41.

40. WHAT ARE THE 2 OR 3 MOST IMPORTANT ABILITIES NECESSARY TO BE A GOOD WIFE & MOTHER?

(1)____________________________ (______) 45

(2)____________________________ (______) 46

(3)____________________________ (______) 47

41. HOW WOULD YOU RANK YOURSELF ON EACH OF THESE ABILITIES?

(1)	(2)	(3)	
___	___	___	VERY GOOD
___	___	___	BETTER THAN AVERAGE
___	___	___	AVERAGE
___	___	___	NOT VERY GOOD

(____) 48

(____) 49

(____) 50

Ask unemployeed women who are now or have been married Questions 42-43.

42-a. DO YOU EVER WISH THAT YOU HAD (WORKED) (CONTINUED WORKING) AFTER LEAVING COLLEGE?

___no.

b. ___yes. WHAT HAS STOOD IN YOUR WAY?__________

____

____

(____) 60

43-a. WOULD YOU LIKE TO (OR ARE YOU PLANNING TO) GET A JOB IN THE FUTURE?

___would not like to

b. ___would like to. WHAT KIND OF WORK WOULD YOU LIKE TO DO?__________________

____

(____) 61

c. ___plan to. WHAT KIND OF WORK DO YOU THINK YOU WILL DO?__________________

____

d. WHAT WOULD BE YOUR MAIN REASON FOR WORKING?___

____

(____) 62

Ask all women.

44. DO YOU THINK A CAREER CAN BE AS SATISFYING AS MARRIAGE?

___no ___yes

(____) 63

comments:__________________________________

____

____

Give Minnesota Scholastic Aptitude Test at this point.

BEFORE WE GO ON, AT THIS POINT I WOULD LIKE TO HAVE YOU COMPLETE THE MINNESOTA SCHOLASTIC APTITUDE TEST. THIS IS THE CURRENT ENTRANCE TEST USED BY THE UNIVERSITY.

DR. CAMPBELL HAS TOLD US THAT ALMOST EVERYONE HAS SOME MISGIVINGS ABOUT THE TEST. BUT ON THE FEW CASES AVAILABLE, INDIVIDUALS HAVE ALMOST ALWAYS DONE BETTER THAN THEY DID 25 YEARS AGO, AND USUALLY DO VERY WELL IN COMPARISON WITH CURRENT FRESHMEN STUDENTS.

1. Give them opportunity to read directions (3-5 minutes or so).

2. Where directions say "...by blacking in the correct space..." (under #1, Reading) request that the person use a pencil (rather than a pen).

3. Make it very clear that they have 50 minutes, not an hour.

4. Give test.

5. Use a stopwatch or a watch with a second hand. Time exactly 50 minutes.

While the person is taking the test, remain as incomspicuous as possible.

You should use this time to look over the rating sheet we want you to fill out so that you can make the necessary observations.

You will have to make necessary adjustments in wording for the specific situation. (______) 1-3

Ask parents only.

NOW I'D LIKE TO ASK YOU A LITTLE ABOUT YOUR CHILD (REN)'S EDUCATIONAL AND CAREER PLANS.

45-a. WHAT ARE THE CURRENT PLANS FOR YOUR CHILD(REN)'S EDUCATION BEYOND HIGH SCHOOL?

___none

b. ___college. WHICH ONE OR WHAT TYPE? __________ (______) 11

____

c. ___other. (Probe.)___________________________

____

Ask males.

46. (IF YOU HAD A SON) WHAT CAREER OR TYPE OF CAREER DO YOU THINK WOULD BE BEST FOR (HIM) YOUR SON?

Ask females.

(IF YOU HAD A DAUGHTER) WHAT CAREER OR TYPE OF CAREER DO YOU THINK WOULD BE BEST FOR (HER) YOUR DAUGHTER?

____ (______) 12

____

Ask parents.

47. HAVE YOU EVER HAD ANY SERIOUS DISCUSSIONS WITH YOUR CHILD(REN) ABOUT (HIS)(HER)(THEIR) FUTURE CAREER(S)?

___no. ___yes. (______) 13

comments:____________________________________

____

Ask males.

48. (IF YOU HAD A SON) WOULD YOU LIKE (HIM) YOUR SON TO FOLLOW YOU IN YOUR OCCUPATION?

Ask females

(IF YOU HAD A DAUGHTER) WOULD YOU LIKE (HER) YOUR DAUGHTER TO FOLLOW YOU IN YOUR OCCUPATION?

___no. ___yes. (______) 14

49. WHY DO YOU FEEL THIS WAY? ______________________ (______)
15

____

Questions 50-54 are for parents only.

Another important question.

50. SUPPOSE (ONE OF)YOUR CHILD(REN) CHOSE A CAREER WHICH YOU FELT WAS COMPLETELY WRONG FOR (HIM) (HER) (THEM)--WHAT WOULD YOU DO?

______________________________ (___I___)
16 17

____

eg: Nothing; Try to talk him out of it; Forbid him to enter it; Ask him to see counselor.

51-a. ARE ANY OF YOUR CHILDREN (IS YOUR CHILD) HAVING ANY REAL DIFFICULTY WITH SCHOOL WORK?

___no.

b. ___yes. IN WHAT WAY? ______________________ (______)
18

____

c. WHAT DO YOU THINK IS THE REASON FOR THIS? ______ (______)
19

____

52-a. HOW ABOUT SOCIALLY, ARE THEY (IS HE, IS SHE) HAVING ANY REAL DIFFICULTY WITH REGARD TO FRIENDS OR ANYTHING IN THE SOCIAL AREA?

___no.

b. ___yes. IN WHAT WAY? ______________________ (______)
20

____

c. WHAT DO YOU THINK IS THE REASON FOR THIS? ______ (______)
21

____

____

53-a. HAVE YOU HAD ANY (OTHER) SERIOUS PROBLEMS WITH YOUR CHILDREN?

___no.

b. ___yes. TELL ME ABOUT THEM BRIEFLY__________ (______)
22

____

____

54. MANY PEOPLE WOULD LIKE THEIR CHILDREN TO BE DIFFERENT FROM THEMSELVES.

Ask males. (IF YOU HAD A SON) HOW WOULD YOU LIKE (HIM) YOUR SON TO BE DIFFERENT FROM YOU?

Ask females. (IF YOU HAD A DAUGHTER) HOW WOULD YOU LIKE (HER) YOUR DAUGHTER TO BE DIFFERENT FROM YOU?

______________________________ (___I___)
23 24

____

Responses will be coded in terms of self-satisfaction or self-criticism, internalization (introspection) or externalization (situational).

Ask all subjects. WE'RE GOING TO ASK YOU A LITTLE ABOUT YOUR SOCIAL LIFE.

55. DO YOU HAVE AS MANY SOCIAL CONTACTS AS YOU WOULD LIKE, OR WOULD YOU RATHER HAVE MORE OR LESS?

___more. ___as many as I like. ___less. (______)
25

56. IF YOU COULD, IN WHAT WAYS WOULD YOU CHANGE YOUR SOCIAL LIFE?

______________________________ (___I___)
26 27

____

____

NOW LET'S CONTINUE ON A DIFFERENT TOPIC.

57 a. HAVE YOU EVER ACTIVELY CAMPAIGNED FOR A CANDIDATE FOR PUBLIC OFFICE?

___no
b. ___yes. VERY OFTEN?

(_____)
28

___once or twice
___often

58-a. HAVE YOU EVER RUN FOR A POLITICAL OFFICE?

___no.
b. ___yes. FOR WHAT OFFICE?____________________

____

(_____)
29

c. (If it is not apparent) WAS THIS LOCAL, STATE, OR NATIONAL?

___local. ___state. ___nat'l.

(_____)
30

d. WERE YOU ELECTED?

___no. ___yes.

(_____)
31

59-a. DID YOU EVER SERVE IN ANY CAPACITY AS A POLITICAL APPOINTEE, ADVISOR, OR ANYTHING OF THAT NATURE?

___no.
b. ___yes. WHAT WAS YOUR TITLE?____________________

____

(_____)
32

c. BRIEFLY, WHAT WERE YOUR DUTIES?

____

____

(_____)
33

Try to get a specific statement.

60. GENERALLY SPEAKING, WHICH POLITICAL PARTY DO YOU USUALLY AGREE MOST WITH?

____

(_____)
34

Ask all who are now or have been married questions 61-63.

IN THE NEXT SECTION, I'D LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR MARRIAGE.

Tact is essential in this area. Probe without prying.

61. THINKING ABOUT YOUR OWN MARRIAGE, WHAT WOULD YOU SAY ARE THE MAJOR REWARDS OF MARRIAGE?

____ (______)
35

____

62. EVERY MARRIAGE HAS ITS GOOD AND BAD POINTS. WHAT MAJOR DIFFICULTY WOULD YOU POINT TO AS THE ONE HARDEST TO OVERCOME?

____ (______)
36

____

Probe sufficiently to rate the response.

63. TAKING ALL THINGS TOGETHER, HOW WOULD YOU DESCRIBE YOUR MARRIAGE: AS VERY SATISFYING, ABOUT AVERAGE, OR NOT AS SATISFYING AS IT SHOULD HAVE BEEN?

___very satisfying
___fairly satisfying
___average
___fairly dissatisfying
___very dissatisfying

(______)
37

Ask all subjects.

ONE OF THE AREAS WE'RE INTERESTED IN IS WHAT PEOPLE ARE CONCERNED ABOUT THESE DAYS.

64. WHAT KINDS OF THINGS DO YOU WORRY ABOUT MOST? (Probe)

____ (______)
38

____

eg: Yourself; Your family; your job; the state of the world; etc.

65. WE ALL TEND TO LABEL OUR OWN PERSONALITIES. WOULD YOU CLASSIFY YOURSELF AS A WORRIER?

Probe for degree on questions 65 & 66.

___a lot. ___somewhat. ___not very much. (_____) 39

66. WOULD YOU SAY THAT YOU WORK UNDER A GREAT DEAL OF TENSION?

___yes. ___somewhat. ___no. (____) 40

67-a. IN TIMES OF STRESS, WHAT PART DO YOU THINK YOUR EDUCATION PLAYS? (Probe.)

___no part

b. ___hinders) IN WHAT WAYS?

c. ___helps)

(_____) 41

____

____

eg: Person has become more sensitive; Person has become more aware (Probe); Person is better equipped to deal with stress.

PROBLEMS OFTEN COME UP IN LIFE--PERSONAL PROBLEMS CONCERNING FAMILY OR JOB OR MARRIAGE.

68-a. HAVE YOU EVER GONE TO A PROFESSIONAL PERSON FOR ADVICE AND HELP WITH ANY PERSONAL PROBLEM?

b. ___no. DO YOU THINK YOU WOULD EVER HAVE A PERSONAL PROBLEM THAT GOT SO BAD YOU MIGHT WANT TO GO SOMEPLACE FOR HELP, OR DO YOU THINK YOU WOULD ALWAYS HANDLE THINGS LIKE THAT BY YOURSELF? (_____) 42

___seek help. ___handle by self

comments:______________________________

____

c. ___yes. WOULD YOU TELL ME A LITTLE ABOUT THE REASON FOR SEEKING SUCH HELP? (_____) 43

____

____

d. WHAT WAS THE SOURCE OF THIS HELP?

eg: Psychiatrist; Psychologist; Social worker; Minister; Teacher; etc. If an agency is mentioned, probe for specific name. However, do not probe for personal name.

____________________ (____) 44

____

e. HOW DID IT TURN OUT--DO YOU THINK IT HELPED IN ANY WAY?

Probe for explanation of simple yes/no.

(____) 45

____

____

NOW I'D LIKE TO HAVE YOU THINK ABOUT YOUR WHOLE ADULT LIFE--HOW THINGS ARE NOW, HOW THEY WERE A FEW YEARS AGO, HOW THEY WERE WHEN YOU WERE IN COLLEGE.

69. WHEN YOU LEFT THE UNIVERSITY LIFE, WOULD YOU SAY YOU WERE AS SATISFIED WITH THE WAY THINGS WERE GOING FOR YOU AS THE AVERAGE COLLEGE STUDENT, OR WERE YOU MORE SATISFIED OR LESS SATISFIED?

___more. ___same as the average. ___less. (____) 46

70. AND NOW--WOULD YOU SAY YOU ARE MORE SATISFIED, ABOUT AS SATISFIED, OR LESS SATISFIED AS COMPARED WITH MOST OF THE PEOPLE YOU ASSOCIATE WITH?

___more. ___same as associates. ___less. (____) 47

71. COMPARED TO YOUR LIFE TODAY, HOW DO YOU THINK THINGS WILL BE 5 OR 10 YEARS FROM NOW--DO YOU THINK THINGS WILL BE MORE SATISFACTORY FOR YOU, NOT AS SATISFACTORY, OR WHAT?

___more. ___same as now. ___less. (____) 48

I'D LIKE TO ASK THE SAME QUESTIONS IN A SLIGHTLY DIFFERENT MANNER. IMAGINE A LADDER WITH 10 RUNGS. THE TOP RUNG, No. 10, REPRESENTS THE IDEAL LIFE AND THE BOTTOM RUNG, No. 1, REPRESENTS THE WORST POSSIBLE LIFE. ON WHAT RUNG DO YOU THINK YOU ARE NOW; ON WHAT RUNG WERE YOU WHEN YOU LEFT COLLEGE; ON WHAT RUNG WILL YOU BE IN 5 YEARS?

72-a. #_____ rung now. (____) 49
b. #_____ rung when left the University. (____) 50
c. #_____ rung 5 years from now. (____) 51

THIS BRINGS US NEAR THE END. BEFORE WE STOP, I'D LIKE TO ASK YOU SOME RATHER GENERAL QUESTIONS.

73. WHICH OF YOUR ACCOMPLISHMENTS ARE YOU MOST PROUD OF? ______________________________ (____) 52

____

Probe, eg, "Which of the areas that we have discussed--work, education, marriage, family, recreation, avocation, etc."

74. WHAT PERSONAL ATTRIBUTES HAVE HELPED YOU THE MOST? ______________________________ (__ I __) 53 54

____

75. WHAT PERSONAL ATTRIBUTES HAVE STOOD IN YOUR WAY? (__ I __) 55 56

____

____

76. WHAT ASPECTS OF YOUR LIFE GIVE YOU THE MOST DISSATISFACTION? ______________________________ (____) 57

____

____

77. WHAT ASPECTS OF YOUR LIFE GIVE YOU THE GREATEST SATISFACTION? ______________________________ (____) 58

____

____

78. IF MONEY, OR FAMILY, OR JOB RESPONSIBILITIES COULD BE FORGOTTEN FOR A MOMENT, WHAT KIND OF LIFE WOULD YOU LIKE TO BE LIVING 5 YEARS FROM NOW? ______________________________ (__ I __) 59 60

____

The following questions may be paraphrased since they will not be coded as part of the study.

78-b. THAT BRINGS US TO THE END. BUT BEFORE I LEAVE, HAVE YOU RETURNED THE QUESTIONNAIRE AND INTEREST BLANK THAT YOU RECEIVED THROUGH THE MAIL?

___yes.

___no. HAVE YOU COMPLETED THEM?

___yes. IF YOU HAVE THEM READY NOW, I'LL TAKE THEM WITH ME.

(If only one form is ready, take that one.)

___no. WE WOULD APPRECIATE YOUR COMPLETING THESE FORMS AND RETURNING THEM AS SOON AS IT IS CONVENIENT.

Try to emphasize to the individual how important it is for us to get all of the data from everyone.

79. THAT IS THE LAST QUESTION. DO YOU HAVE ANY FURTHER COMMENTS?

______________________________________ (____) 61

____

Please thank subject for his considerable time and trouble.

Time interview ended____________________

Total time ____________________

Date ____________________
Mo / Day / Year

Please return interview, Minn.Study Aptitudes Test, Answer sheet, and Rating scale by first class mail, immediately, to:

Dr. David Campbell -- PERSONAL
University of Minnesota
101 Eddy Hall
Minneapolis 14, Minnesota

Thank you for your cooperation.

APPENDIX C

INTERVIEWER RATING FORM

Interviewer: THIS SHEET IS FOR YOUR USE ONLY.

Subject's Name________________________

(__________) 1-3

We would like to have your "clinical impression" of the person interviewed. Rate the individual on the scales below by circling one number on each scale. The scales run from Poor (1) through Fair (2), Average (3), Good (4), to Excellent (5).

A. FEELINGS TOWARD UNIVERSITY OF MINNESOTA (_____) 62

Hostile	Negative	Some reservations	Positive	Friendly
1	2	3	4	5

B. ATTITUDE TOWARD INTERVIEWER (_____) 63

Hostile	Reluctant	Polite	Pleasant	Very cooperative
1	2	3	4	5

C. AFFLUENCE (Rate surroundings and personal effects. Check one: Interview took place at person's __home; __office; or __________) (_____) 64

Needy	Has only necessities	Comfortable	Prosperous	Luxurious
1	2	3	4	5

D. MARITAL ADJUSTMENT (_____) 65

Unhappy	Resigned	Satisfied	Pleased	Happy
1	2	3	4	5

E. GENERAL ADJUSTMENT (_____) 66

Unhappy	Resigned	Satisfied	Pleased	Happy
1	2	3	4	5

* * * * * * * * * * * * * * * * * *

The following scales are not "good" at one end and "bad" at the other (as above), but are bipolar, with the ends the extremes of much or little, or of opposites; the middle range being the average, the unremarkable, the "normally good," or "to be expected." Circle one number on each scale.

F. ACCESSIBILITY (_____) 67

Much unsolicited personal information given..		....	Open, frank	....	.	Defensive, denying
1	2	3	4	5	6	7

G. RATE & LEVEL OF ACTIVITY -- MANNER (_____) 68

Phlegmatic......		.Composed	....	Quick..	.Dynamic...	Manic
1	2	3	4	5	6	7

H. SELF-CONFIDENCE (_____) 69

Inadequacy feelings.......		......Positive	self-concept	.....	.....	Overbearing
1	2	3	4	5	6	7

I. ANXIETY LEVEL (_____) 70

Tense, worried..		....	Poised, at ease	....	.	Unconcerned, Listless
1	2	3	4	5	6	7

Comments on the interview as a whole ____ (_____) 71

____

Interviewer's Name